



Long Term Planning - PE

Milestone 1	Threshold Concepts (Learning Indicators)	Working towards	Expected	Exceeding
<p>Games</p> <p>Autumn Summer Year A & B</p> <p>Athletics</p> <p>Summer Year A & B</p>	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'teammate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. • Athletic activities are combined with games in Years 1 and 2. 	<p>There are examples of some skills developing and strengths emerging in some areas.</p>	<p>Generally, skills are developing well in most areas. Tactics are used well and language is developing. There are some good examples of emerging leadership skills.</p>	<p>Skills are well developed in almost all areas and there are a few areas where they are highly developed. Well -developed tactics are used, language is fluent and there are some excellent examples of leadership skills.</p>
<p>Vocabulary</p>	<p>Striking, catching, own space, team, speed, direction, passing, controlling, shooting, scoring</p>			
<p>Dance</p> <p>Each term Year A & B</p>	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform 	<p>Dance skills are beginning to develop with some control and coordination shown. There is an awareness of sequences of movement.</p>	<p>Generally, skills are developing well in most areas. Moves are becoming fluent, coordinated and controlled and sequences of actions are followed. There are some good examples of actions devised to communicate a</p>	<p>Dance skills are well developed in all areas and there are a few areas where they are highly developed. Moves show excellent fluency, movement and coordination. Sequences are devised and remembered and mood is</p>

	<p>a sequence.</p> <ul style="list-style-type: none"> • Choose movements to communicate a mood, feeling or idea 		mood.	communicated very well.
Vocabulary	Travel, stillness, direction, space, body parts, levels, speed			
<p>Gymnastics (& Yoga)</p> <p>Spring Year A & B</p>	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p>Gymnastics skills are beginning to develop with some control and coordination shown. There is some awareness of space, and movement in a variety of ways is developing, including jumping and landing. Actions are linked to make a sequence.</p>	<p>Generally, gymnastics skills are developing well in most areas. Movement, and sequences of movements, are generally coordinated and controlled. Travelling in a variety of ways is generally well developed and balance is usually maintained in a variety of situations.</p>	<p>Gymnastics skills are well developed in all areas and there are a few areas where they are highly developed. There is a high degree of control in a wide variety of movements and in travelling. Balance and poise is excellent and sequences of actions are devised and performed with great care</p>
Vocabulary	Forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow			

Milestone 2	Threshold Concepts (Learning Indicators)	Working towards	Expected	Exceeding
Games Autumn, Spring Year A & B	<ul style="list-style-type: none"> • Take part in competitive games • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<p>There are some good examples of skills developing and strengths are emerging in some areas. Throwing and catching is becoming accurate, ball skills are developing and there is some development of more advanced tactics. Fair play is understood and there is some good cooperation with team-mates.</p>	<p>Generally, skills are developing well in most areas. Control and accuracy are developing well in a range of situations. Advanced tactics are devised and used well to gain advantage over opponents. Fair play is generally adopted and there is a good level of communication and cooperation with team-mates</p>	<p>Skills are well developed in almost all areas and there are a few areas where they are highly developed. Excellent control, accuracy and well devised tactics are shown which often outwits opponents. Fair play is always paramount and there is an excellent sense of team.</p>
Vocabulary	Keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, make use of space, points/goals, rules, tactics, batting, fielding, defending, hitting			
Dance Spring Year A & B	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and 	<p>Dance skills are beginning to develop with some control and coordination shown. There are some good examples of</p>	<p>Dance skills are generally developing well in most areas. Planning and performances of sequences of moves are well</p>	<p>Dance skills are well developed in all areas and there are a few areas where they are highly developed. Performances show excellent</p>

	<p>expressive manner.</p> <ul style="list-style-type: none"> • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<p>planning and performing sequences of moves which are becoming clear, fluent and expressive. Dances are beginning to convey ideas well and changes in speed and level show a growing strength and suppleness.</p>	<p>developed and movement is clear, fluent and expressive. Dances convey a definite idea well and strength and suppleness is shown in well-coordinated changes in height, speed, level and direction.</p>	<p>movement that is strong, fluent, coordinated and highly expressive. Ideas for expressing a mood are defined and implemented extremely effectively. Shapes are strong and stretches show a high level of suppleness.</p>
Vocabulary	Travel, stillness, direction, space, body parts, levels, speed, repetition, action and reaction, pattern			
<p>Gymnastics (& yoga)</p> <p>Autumn Year A & B</p>	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to 	<p>Gymnastics skills are developing with some control and coordination shown. Sequences of movements are developing and beginning to show clarity, fluency and expression. There are some good examples of weight transference and a growing awareness of where the body is in space.</p>	<p>Generally, gymnastics skills are developing well in most areas. Planning and refinement is effective and sequences are clear, fluent and expressive. Good changes in direction, speed, levels and balance are fluent. Alignment of body parts is strong and there is a good awareness of the body's position.</p>	<p>Gymnastics skills are well developed in all areas and there are a few areas where they are highly developed. Planning of exceptionally well refined sequences that are fluent and expressive are performed with a high level of control and poise. Dynamic movement that is powerful and dramatic is gained through excellent strength, balance and awareness of body position.</p>

	<p>get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). 			
Vocabulary	Stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance			
Swimming Spring Year A & B	<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	Swimming skills are developing with some control and coordination shown for more than one stroke. There are some examples of swimming below the surface of the water.	Generally, swimming skills are developing well in most areas. More than one stroke is used and coordination is generally good at and below the surface of the water.	Swimming skills are well developed in all areas and there are a few areas where they are highly developed. Speed is achieved very well and more than one stroke is used. There is fluent, coordinated movement at and below the surface of the water.
Vocabulary	Swim, stroke, breathing, coordinate, leg, arm, movement front crawl, back crawl, breast stroke, tread water, water safety			
Athletics Summer Year A & B	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or 	There are some good examples of athletic skills developing. Short sprints and longer-distance running are developing well. Jumping and landing is becoming controlled and throwing techniques are becoming fluid and accurate.	Generally, athletics skills are well developed. Sprints are becoming powerful and an ability to conserve energy over longer distances gives a competitive advantage. Jumping is becoming strong and landings controlled. Throwing is becoming accurate and powerful.	Athletics skills are very well developed in all areas and highly developed in some. Sprints are powerful and speed is sustained over the distance, whilst over longer distances, careful planning of pace conserves energy. Jumping is strong, controlled and landings carefully planned. Throwing is accurate and powerful.

	<p>cover a distance.</p> <ul style="list-style-type: none"> • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 			
Vocabulary	Field, event, flight, fling, throw, hurdle, landing, lead leg, long jump, take off, track, trail, under arm, over arm throw, pull push, shot, sprint, standing, long jump			
Outdoor and Adventure Activities. Summer Year A & B	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<p>There are some good examples of developing outdoor and adventurous skills. When guided, the right equipment is used and there is some awareness of risk. There are some good examples of playing an important role in a team and orientation skills are beginning to emerge.</p>	<p>Outdoor and adventurous activity skills are generally developing well. The right equipment is brought to activities and there is a good awareness of risks and steps are suggested to help manage them. Teamwork is well developed including some leadership responsibilities. Orientation skills are well developed.</p>	<p>Outdoor and adventurous activity skills are well developed in all areas and are highly developed in some. There is a very good level of planning of equipment, which is always suitable and appropriately packed. Risk management is very well understood and leadership roles are developing well. Orientation skills are very good.</p>
Vocabulary	Boundary, checkpoint, compass, control course, location, scale, symbol, maps, orientation			

Milestone 3	Threshold Concepts (Learning Indicators)	Working towards	Expected	Exceeding
<p>Games</p> <p>Each term Year A & B</p>	<ul style="list-style-type: none"> • Compete in competitive games • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>Games skills are becoming frequently well applied and show some level of control and coordination. Solo and team efforts are becoming sustained and a range of tactics, moves and techniques are increasingly applied to games. There are some good examples of beginning to anticipate the direction of play and planning ahead as a result. There is increasing confidence in attacking and defending and the spirit of fair play is generally upheld.</p>	<p>Generally, games skills are well developed in most areas. Control and coordination is good and tactics, moves and techniques well developed. Solo and team efforts are sustained in a wide range of game situations. The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play</p>	<p>Games skills are well developed in all areas and highly developed in some. Exceptional control and coordination is shown in a wide range of situations. Tactics are very well planned. Competitive efforts are sustained in a wide range of situations. Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. The roles of leader and team player are very well developed and there is a strong spirit of fair play.</p>
<p>Vocabulary</p>	<p>Keeping possession, passing, dribbling, shooting, support, marking, attackers/defenders, marking, team play, batting, fielding, bowler, defending,</p>			

	hitting, offside, pitch, forehand/backhand			
Dance Spring Year A & B	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<p>There are some good examples of developing dance skills. Composition of creative and imaginative dance sequences is beginning to develop and performance becoming strong and controlled. More complex sequences are attempted and there are some good attempts to combine high energy and slower, more graceful movements. There is some evidence of some gymnastic skills being used within pieces.</p>	<p>Dance skills are generally well developed in most areas. Composition of pieces is creative and imaginative and performances strong with good posture. More complex sequences are developed, which show original and expressive ideas. A good mixture of high energy and slower, more graceful movements are planned and sustained throughout a performance. There is a strong display of strength and stamina and a good use of gymnastics skills.</p>	<p>Dance skills are well developed in all areas and are highly developed in some. Compositions are excellent and show highly creative and imaginative ideas. Performances are very strong and show excellent body position and posture. Complex sequences are devised and contain highly original and expressive ideas. Well-judged changes in energy levels are chosen very appropriately. Strength and stamina are exceptional.</p>
Vocabulary	Travel, stillness, direction, space, body parts, levels, speed, repetition, action and reaction, pattern, dance style, technique, pattern, rhythm, variation, unison, canon, action, reaction			
Gymnastics (& yoga) Autumn Year A & B	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances 	<p>There are some good examples of gymnastics skills developing well. Complex sequences that include a full range of movements are beginning to be developed and executed well. Shapes are beginning to be held well and set pieces are beginning to be</p>	<p>Gymnastics skills are generally well developed in most areas. Complex sequences contain a full range of movement are well executed. Strong, fluent and expressive shapes are held well, including set pieces.</p>	<p>Gymnastics skills are well developed in all areas and highly developed in some. Complex sequences are very well executed and show excellent fluency and expression. Highly appropriate linking elements are chosen and variations in speed, direction,</p>

	<ul style="list-style-type: none"> • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in 	<p>performed well. Sequences are generally well remembered and accurate. Variations to speed and direction are developing well, with some good attempts to rotate the body. There is a growing awareness of the body's position and equipment to vault and swing has been experienced.</p>	<p>Appropriate linking elements are chosen and decisions about speed, direction, level and body rotation are well made. Strong positions show a good bodily awareness. The use of equipment to vault and swing is developing well.</p>	<p>level and body rotation are very well judged. Confident and controlled use of equipment to vault and swing is developing.</p>
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	<p>performances (listed above).</p> <ul style="list-style-type: none"> • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). 			
Vocabulary	Muscles, joints, symmetrical/asymmetrical, rotation, turn, shape, landing, take-off, flight, performance/evaluation			
Athletics Summer Year A & B	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<p>There are some good examples of athletics skills developing well. The ability to combine sprinting and hurdling is developing and there is some awareness that various running positions are required for different distances. Throwing is becoming more controlled and there is some degree of analysis of technique. Take-offs and landings when jumping are becoming more controlled and, with encouragement, targets are set for improvement.</p>	<p>Athletics skills are generally well developed in most areas. Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances. Throwing is generally accurate and refinements through analysis of technique are naturally made. Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set.</p>	<p>Athletics skills are well developed in all areas and highly developed in some. Sprinting with hurdles over 60 metres is very efficient and there is a very good awareness of the different running positions required for a variety of distances. Throwing is very accurate and there is a high degree of analysis of technique. Takeoffs and landings are very accurate and well planned. Targets to beat personal bests are made and achieved.</p>
Vocabulary	Baton exchange, change over zone, flight, relay, running, heave throw, hurdle, trail leg, under arm, over arm throw, stride, sprint, take off, landing, lead leg, long distance, middle distance, pace			
Outdoor and Adventure Activities.	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. 	<p>There are some good examples of outdoor and adventurous activities skills developing well. When</p>	<p>Outdoor and adventurous activity skills are generally well developed. The correct</p>	<p>Outdoor and adventurous activity skills are well developed in all areas and in some they are highly</p>

<p>Summer Year A & B</p>	<ul style="list-style-type: none"> • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. 	<p>reminded, appropriate equipment is selected and packed. There is generally a good awareness of some risks and, with encouragement, suggestions on how they can be managed are given. Team roles are played well and there is some accomplishment at leadership level. A positive disposition is usually seen, even in challenging circumstances.</p>	<p>equipment is selected and packed appropriately. Possible risks are identified and suggestions given as to how they may be minimised, seeking the advice of experts, if required. Both leadership and team roles are embraced and some good examples of showing support and encouragement are developing. Experts are always consulted if there is any doubt and a positive outlook maintained throughout. There is a growing awareness of the need to watch out for changing conditions, adapting plans as necessary</p>	<p>developed. Possible risks beyond the obvious are identified and very good suggestions given as to how to minimise them. A very watchful eye is given to changing conditions and plans are adapted accordingly. Advice of experts is always sought if there is any doubt. Both leadership and team roles are embraced in a wide variety of different contexts and some excellent examples of support and encouragement rallies the morale of others. A positive outlook and good companionship which gains the respect and commitment of a team are displayed.</p>
<p>Vocabulary</p>	<p>Linear, orienteer, orientate, strategy, boundary, checkpoint, compass, control course, location, scale, symbol, maps, orientation</p>			