

Brackenwood Junior School



PE

Long Term Plan

2024-2025

Yearly Overview

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|-------|------------|----------|----------|-----------------------|-------|-----------|----------|-----------------------|
| Dance | Gymnastics | Invasion | Net/Wall | Striking and fielding | Other | Athletics | Swimming | Outdoor and adventure |
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| | Autumn | Spring | Summer |
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| Year 3 | Tag Rugby Dance Basketball Gymnastics – level and travel | Athletics Yoga Tri- Golf Tennis | Hockey Personal Challenges Football Cricket |
| Year 4 | Swimming Athletics Hockey Netball | Gymnastics – rolls and balances Rounders Health-Related Fitness Handball | Badminton Rounders Orienteering Tennis |
| Year 5 | Tag Rugby Dance (Historical) Gymnastics – symmetry and apparatus Health-Related Fitness | Basketball Athletics Netball Tennis | Dodgeball (outdoors) Cricket Football Orienteering |
| Year 6 | Health-Related Fitness Swimming Gymnastics – routine Tag Rugby | Dance (WW2) Tr- Golf Badminton Team Building and Problem Solving | Ultimate Frisbee Athletics OAA Rounders |

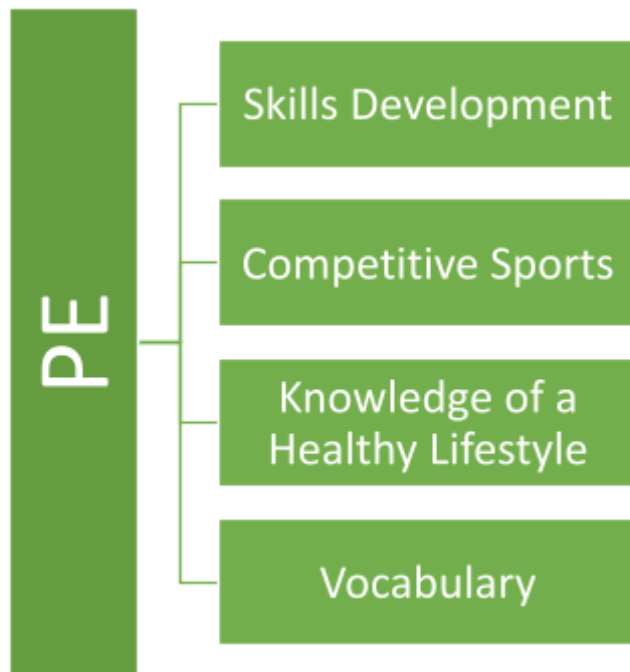
Physical Education

“Just play. Have fun. Enjoy the game.” – Michael Jordan

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| Why should children learn this subject? | <p>Physical Education develops children’s competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.</p> <p>A high-quality PE curriculum enables all children to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, they analyse the situation and make decisions. The benefits of Physical Education go beyond the academic however, enabling children to develop skills of communication, team-work, resilience and concentration. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.</p> |
| What will children learn to do in this subject? | <p>At Brackenwood Junior School, children will:</p> <ul style="list-style-type: none">• Develop competence to excel in a broad range of physical activities.• Participate in physically activity for sustained periods of time.• Engage in competitive sports and activities.• Lead healthy, active lives.• Use running, jumping, throwing and catching in isolation and in combination.• Play competitive games and apply basic principles suitable for attacking and defending.• Develop flexibility, strength, technique, control and balance.• Perform dances using a range of movement patterns.• Take part in outdoor and adventurous activity challenges both individually and within a team.• Compare their performances with previous ones and demonstrate improvement. |

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| How will we inspire them? | <ul style="list-style-type: none">• Setting ambitious goals for individuals, groups and classes.• Providing opportunity to participate in competitive sports.• Encouraging a healthy and active lifestyle.• Nurturing sportsmanship in all aspects of competition.• Creating a passion for active recreation and sport.• Assisting the children in reaching their physical potential. |
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Our key driving themes are:



Skills Progression Map

| Develop practical skills in order to participate, compete and lead a healthy lifestyle Learning a range of physical movements and sporting techniques. | |
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| YEAR 3 AND 4 | YEAR 5 AND 6 |
| GAMES | |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |
| DANCE | |
| <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Improvise dance moves from stimuli • Move in a clear, fluent and expressive manner. • Refine movements into sequences through practice. • 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. • To lead a small group or partner | <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 individually or in groups • 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). • Communicate ideas and feelings through performance. • Appraise routines of others |
| GYMNASTICS | |
| <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. | <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements. • Hold shapes that are strong, fluent and expressive. |

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| <ul style="list-style-type: none"> • 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 get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). | <ul style="list-style-type: none"> • 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 performances (listed above). • 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) |
| SWIMMING | |
| <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. | <ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. |
| ATHLETICS | |
| <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 cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. | <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. |
| OUTDOOR | |
| <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. | <ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • 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. |

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Gymnastics | <ol style="list-style-type: none"> 1. To demonstrate differing speeds in a routine 2. To demonstrate different levels in a routine 3. To travel in a variety of ways 4. To give constructive feedback about others' sequences 5. To increasingly use my own ideas in response to tasks 6. To show strength and suppleness during performances and explain their effects | <ol style="list-style-type: none"> 1. To incorporate speed and direction changes into sequences 2. To perform using a variety of shapes 3. To demonstrate control in movements and balances and rolls successfully 4. To produce a sequence based on a set of rules 5. To create sequences with various phases with a partner | <ol style="list-style-type: none"> 1. To create complex and extended sequences 2. To combine different aspects of gymnastics into sequences such as balance, roll, travel and jump 4. To perform a sequence consistently to different audiences 6. To create movements with accuracy, consistency and clarity 8. To incorporate apparatus safely and successfully into a routine 9. To create an element of symmetry into a routine | <ol style="list-style-type: none"> 1. To develop timing during sequences 2. To work alongside others to create imaginative sequences of movements with various phases 3. To combine my own work with the work of others 4. To create mirrored and canon sequences |
| Games Invasion /Net/Wall/Striking/Fielding /Precision Ball | <ol style="list-style-type: none"> 1. To follow and know fair rules to games 2. To be spatially aware during games 3. To develop control when throwing and catching 4. To develop accuracy when throwing and catching 5. To understand the basic tactics of attacking and defending 6. To develop an accurate forehand and backhand shot 7. To demonstrate control over equipment 8. To pass with accuracy and direction | <ol style="list-style-type: none"> 1. To read a game and adapt tactics accordingly 2. To catch using one hand 3. To strike a ball with accuracy and control 4. To keep possession of a ball 5. To develop positioning skills when not in possession 6. To throw with consistent accuracy 7. To communicate effectively with others 8. To strike a ball in a variety of ways | <ol style="list-style-type: none"> To referee games with support 2. To perform a variety of passing techniques 3. To choose appropriate fielding positions and use appropriate techniques To use tactics for attacking and defending 5. To gain possession by using teamwork 6. To apply dribbling, passing and shooting skills into game situations | <ol style="list-style-type: none"> 1. To referee games alongside others 2. To explain rules of games 3. To lead game situations 4. To use appropriate communication in games 5. To use forehand and backhand strikes with a racquet 6. To apply attacking and defending skills into team games |

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| Athletics Running, Jumping, Throwing | <u>Indoor Athletics / Cross Country</u> 1. To run at different speeds 2. To change direction while running 3. To run in short distance relays 4. To create short sequences of linked jumps 5. To throw to a target 6. To throw a variety of objects | <u>Indoor Athletics / Cross Country</u> 1. To run over varying distances, changing technique accordingly 2. To throw in different ways 3. To throw with accuracy 4. To jump in different ways | <u>Indoor Athletics / Cross Country</u> 1. To combine running and jumping skills 2. To throw with increasing accuracy 3. To control take-off and landing 4. To follow specific rules for athletic events | <u>Indoor Athletics / Cross Country</u> 1. To demonstrate stamina in running 2. To control changeovers in relays 3. To apply running, jumping and throwing skills into different situations |
| Outdoor and Adventure | N/A – teaching begins in Year 4 | To follow a map in familiar contexts To follow given routes using clues To follow routes safely | To plan, play and adapt outdoor games safely To design appropriate rules for fairness and safety 3. To communicate ideas to a group 4. To lead and referee outdoor games safely | 1. To plan routes with others taking into account safety and danger 2. To follow a map in unfamiliar contexts 3. To adapt routes using clues and information |
| General Skills | 1. To select appropriate skills, actions and ideas 2. To move and use actions with coordination and control 3. To explain how to improve performance based on a criteria | 1. To select the most appropriate skills, actions and ideas for different scenarios 2. To move and use actions with precise co-ordination and control 3. To use comparisons to improve work | To link skills, techniques and ideas and apply them into contexts To compare and comment on skills I and others have used To use observations to improve performance | To apply skills, techniques and ideas consistently To show precision, control and fluency in performance To analyse and explain the use of specific skills and techniques To create success criteria for evaluation of performances |
| Knowledge of Health and Fitness | 1. To explain why it is important cool-down and warm-up 2. To identify some muscle groups | 1. To explain why keeping fit is good for my health 2. To understand links between exercise and balanced diets | 1. To explain important safety principles when preparing for exercise 2. To explain that effects that exercise has on the body | 1. To explain how to body reacts to different kinds of exercise 2. To design and lead appropriate and safe warmups and cool-downs 3. To explain why we need regular and safe exercise |

National Curriculum Programmes of Study

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.