



Nether Green Junior School

PE Long Term Progression

HEAD	HEART	HANDS
 <ol style="list-style-type: none"> 1. Knowledge 2. Understanding 3. Analysis 4. Feedback 5. Responsibility 6. Rules 	 <ol style="list-style-type: none"> 1. Communication 2. Leadership 3. Respect 4. Resilience 5. Effort 6. Confidence 	 <ol style="list-style-type: none"> 1. Physical Ability 2. Fitness Levels 3. Competitive 4. Technique 5. Tactics 6. Problem Solving




Area	KS2			
National Curriculum	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles 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 to achieve their personal best • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of swimming strokes effectively • Perform safe self-rescue in different water-based situations 			
Progression	Long Term Progression			
	Y3	Y4	Y5	Y6
<p>Dance</p> <p>This unit links to the following strand of the NC:</p> <p>KS2: Perform dances using a range of movement patterns.</p> <p>Prior Learning (KS1)</p> <p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p>	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance</p>

<p>Use mirroring and unison when completing actions with a partner.</p> <p>Show character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>			<p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Use counts when choreographing and performing to improve the quality of work.</p>
<p>F.M.S.</p> <p>Fundamentals, Fitness and Athletics</p> <p>These units link to the following strands of the NC:</p> <p>KS2: Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>Prior Learning (KS1)</p> <p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrate balance and coordination when changing direction.</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Can coordinate their bodies with increased consistency in a variety of activities.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to coordinate their body at speed in response to a task.</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Can coordinate a range of body parts at increased speed.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and coordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>

<p>Perform actions with increased control when coordinating their body with and without equipment.</p>				
<p>Games</p> <p>These units link to the following strands of the NC:</p> <p>KS2: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Prior Learning (KS1)</p> <p>Dribble a ball with two hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passes to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them using one and two hands with some success.</p> <p>Receive a ball sent to them using different parts of the foot.</p> <p>Strike a ball with varying techniques.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit and opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p>

<p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>			<p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
<p>Body Management Yoga + Gymnastics</p> <p>These units link to the following strands of the NC:</p> <p>KS2: Develop flexibility, strength, technique, control and balance</p> <p>Prior Learning (KS1)</p> <p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequences of actions including a wide range of skills.</p>
<p>OAA</p> <p>These units link to the following strands of the NC:</p> <p>KS2: Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Prior Learning (KS1)</p> <p>Follow instructions accurately.</p> <p>Work cooperatively with a partner and a small group,</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use</p>	<p>Accurately follow instructions given by a peer and give and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to navigate around a grid.</p>	<p>Use clear communicate when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to move complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and playing the best method to solve a problem.</p>

<p>taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>others' success to help them to improve.</p>	<p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>
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SET	Lower KS2	Upper KS2
<p>Social</p> 	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self-manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>
<p>Thinking</p> 	<p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>
<p>Emotional</p> 	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it..</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>