**Long Term Planning**

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| PE | Hillfort Specific | **Embody the school’s values**  Kindness, resilience, challenge, courage, aspiration | | **Health:** post pandemic, and given how Liskeard sits in the highest obesity rates in Cornwall, we wish to emphasise positive health. | | **Going beyond the curriculum**: our newly formed Sports Academy allows KS2 children to access a wide range of external providers, e.g. Exeter Chiefs, Plymouth Albion and Plymouth Argyle. | | **Community & Cornish Roots:** we wish to make use of our exemplary landscape, and in particular our new bike track. | |
| PE Concepts | **Physical literacy**: i.e. developing the joy of movement as the foundation of physical education | **Health and Fitness**: the awareness of how the body changes through exercise, alongside nutrition. | | **Engagement in competition:** this will be both against one’s self and against others. | **Collaboration and communication:** children will enjoy working with one another | | **Evaluation of performance:** children will become able to recognise, and improve on, their own performance. | |
| PE Skills | **Agility:** the ability of the body to change and move direction/position quickly/with pace and effectively whilst under control. This can be over a period of time i.e., with stamina and strength. | **Balance:** the ability of the body to stay upright and in control of body movement – both dynamic and static. This can be over a period of time i.e., with stamina and strength. | | **Co-ordination:** the ability of the body to move two or more body parts under control, smoothly and efficiently. This can be over a period of time i.e., with stamina and strength. | **Teamwork:** the ability to both lead a team and to be part of a team. | **Swimming:** the specific ability to swim confidently and safely (pref. at least 25metres by end of KS2), using a range of strokes, plus the ability to perform self-rescue. | | **Specialisms:** the ability to learn a range of sports – and the specific skills needed to excel in those sports |

**Progression Map**

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|  | **EYFS** | **KS1** | **LKS2** | **UKS2** |
| Concepts: physical literacy | Children can participate and are aware of the changes that are felt when exercising. | Children can start to understand the awareness of the components of physical literacy (ABCs). They should master basic movements as well developing applying ABCs in a range of activities. | Children can clearly understand and demonstrate physical literacy through their Agility, Balance and Co-ordination. This should be applied across a range of contexts. | By now, children will have embedded those core ABC principles so that they can fluently harness them in a variety of sports – both team and individual. They will enjoy doing so! |
| Concept: Engagement in competition | Children, through play, can participate in simple games. They can follow the rules of the game. | Children should be able to engage in competitive games against themselves and others in a range of increasingly challenging situations. | Children should play (in a modified form where appropriate) competitive games. They should be able to consider their own performance, and enjoy challenging both themselves and others. | Children should be confident in participating in a range of competitive activities, and be able to apply basic principles for attaching and defending. This will involve competing, communicating and collaborating with others. |
| Concept: Health and Fitness | Children are aware of the changes they feel when they exercise. | Children are aware of the importance of exercise for good health. They can explain how they feel before, during and after exercise. | Children can describe the basic fitness components and explain how long/frequently they should exercise to stay healthy. | Children self-select and perform appropriate warm up/cool down activities and explain how individuals how different types of fitness can be more effective within their activity role/event. |
| Concept: collaboration and communication | Children can play with others – sensibly – taking turns and sharing. | Children can show patience and support others, listening carefully to others. They are happy to share ideas. | Children are happy to help organise roles, to engage with others and to give feedback. | Children can involve others and motive others to perform better. They can give and receive sensitive feedback to improve themselves and others. |
| Concept: evaluation of performance | Children can follow simple instructions and can then observe/copy others. | Children try several times and ask for help when appropriate. | Children cope well and react positive when things become difficult. Children improve their performance through regular practice. | Children see all new challenges as opportunities to learn and develop. Chn recognise strengths and weaknesses and can set appropriate targets. Chn can accept critical feedback and make changes. |
| Skills: agility, balance and co-ordination | Children can work confidently in different ways. Children can perform a single skill or movement with some control. They can perform a small range of skills and link two movements together. | Children can work confidently in different ways and perform a single skill with more movement and control and consistency. Chn can perform a sequence of movements with some changes in level/direction /speed. | Children can perform a variety of movement skills with good body tension. They can link actions together so that they flow. Longer sequences can be repeated with controlled and shaped movements. | Children can effectively transfer movements and abilities across a range of sports. A range of skills are performed fluently and accurately across a range of practice situations or competitive scenarios. |
| Skills: teamwork | Children in the foundation stage are more likely to be ego-centric. One of the key foci, therefore, is to ensure that children can play with others, take turns, share and help. | Children can work sensibly with others, help, take turns, praise, and encourage others! They can listen carefully and show patience. | Children can increasingly play with others, offer helpful feedback and help to organise roles and responsibilities – as well as guiding small tasks. | Children can give and receive sensitive feedback to improve myself and others. Children can involve others and motivate others around me to perform better. |
| Skills: swimming | The co-ordination of body movements is being developed at this point, with legs/arms working separately. | The co-ordination of body movements is being developed at this point, which will help with the combination of legs/arms working together in swimming. | There is a focus on being safe and confident in the water. Unaided performance on front and back strokes is an aim, as is developing technique. | Further development of a range of strokes and techniques so as to ensure children can swim at least 25metres i.e. the demonstration of stamina. Competent self-rescue is a feature. |
| Skills: specialisms | The use of balance-ability bikes ensures that children can participate fully. This will be complemented by their ‘scootering’ skills that they are likely to have learnt at home. | Athletics and hockey provide relatively simple individual/team games that require fewer physical attributes. The skills needed for hockey develop motor control, but because the stick is downward facing and under the control of two hands, it is under more control. | Hand/eye/ball co-ordination skills continue to be developed through these age groups. The more sophisticated range of cricket strokes is a development from rounders, as well as the fact that the bat in cricket is heavier. Both cricket and rounders offer throwing and catching as a development. | Both Pop Lacrosse and Tennis are more challenging sports that demands a greater range of physical dexterity. In Pop Lacrosse, the ‘pick up’ of the ball is a significant development on both cricket and hockey. Equally, the range of strokes is more developed than hockey. The vertical nature of some of the strokes is a further development on cricket. In tennis, the range of lateral strokes alongside horizontal movements, plus service, is a significant development of skills learnt previously in rounders. |

**Curriculum Map**

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| EYFS | Stay/Play | Personal | Social | Cognitive | Creative | Physical | Health and Fitness | Summer Specialism: Cycling |

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| Y1 | Personal | Social | Cognitive | Creative | Physical | Health and Fitness | Summer Specialism: Athletics |

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| Y2 | Personal | Social | Cognitive | Creative | Physical | Health and Fitness | Summer Specialism: Hockey |

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| Y3 | Social | Cognitive | Creative | Physical | Health and Fitness | Dance | Summer Specialism: Rounders |

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| Y4 | Specialism: Cricket (Chance to Shine) | Personal | Cognitive | Creative | Physical | Swimming | Health and Fitness |

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| Y5 | Personal | Social | Creative | Real Gymnastics | Swimming | Summer Specialism: Tennis |

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| Y6 | Cognitive | Physical | Health and Fitness | Real Gymnastics | Dance | Summer Specialism: Pop Lacrosse | Top up swimming |