

Long Term Progression Knowledge/Progression Plan – 2019-20

Year Group	Overview Topic	Core Knowledge	New, important vocabulary to be explored	Existing LTP Planning Links	How Covered – Discrete/Cross Curricular
Rec.	Music & Movement (Dance)	Create, perform & share short dances based on superheroes & Autumn. Individual & paired work. Children represent their own ideas, thoughts and feelings through dance. Children create movement in response to music. Copy steps and actions with some control. Link body movements together. Watch others' work. Talk about being healthy.	On the spot, forward, backwards, quick, slow, high, low, travel, stamp, repeat.	VC own plans and pupils ideas.	Cross curricular Autumn/ Superheroes topic.
	Fundamental Skills (including apparatus.)	Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Pupils handle equipment effectively and are confident to try new activities. Work as part of a group or class, and understand and follow the rules. Jumps off an object and lands appropriately. Travel with confidence and skill around, under, over and through balancing and climbing equipment.	Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards, aim, throw, roll, kick, dribble, space, control, hoops, bean bags, sideways, ball, target, underarm, points, balance, hold, direction.	Cambridgeshire Scheme of Work.	Discrete.
	Gymnastics	Experiment with different ways of moving. Negotiate space successfully. To perform and repeat. Link shapes. Perform short movement phrase. Explore, remember, and repeat.	Straight, shapes, tuck, star, pike, straddle, copy, perform, repeat, stop, hold, balance, link, movement phrase, space, stretch, squeeze, tight, relax, muscles, standing, lying, front, back, side, statue, count, tight, relax, wide, sideways. Different, rounded, chin,	Cambridgeshire Scheme of Work.	Phonics links – letter shapes with our bodies. Number link-counting.

	Athletics	Participate in Sports day using a variety of equipment, taking turns and celebrating others successes.	tummy, knees, chest, crouching, kneeling, focus Walk, run, throw, and jump.	VC Own plans	PSED LINK Fundamentals link
YEAR 1	Swimming	With floating aids- Enter the water safely. Jump in from poolside safely. Blow bubbles with nose and mouth submerged. Move from a flat floating position on the back and return to standing without support. Move from a flat floating position on the front and return to standing without support. Push from a wall and glide on the back – arms can be by the side or above the head. Push from a wall and glide on the front with arms extended. Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment. Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment. Perform a log roll from the back to the front. Perform a log roll from the front to the back. Exit the water safely <i>*Some children will be less/more advance due to previous</i> experience.	Enter, jump, poolside, blow, bubbles, water, turn, float, move, stand, position, push, glide, back, arms, above, side, extend, travel, legs, action, log roll, Safe, deep, shallow, reservoir, canal, seaside.	Peak School Swimming Teacher	Discrete. PSHE Keeping Safe link.
	Golf	Control the direction of the ball using both a putter and a chipper. Understand where to stand safely when playing Tri-Golf	Golf club, ball, hit, chip, put, swing, shot , hoop, distance, hole, putter, chipper, zones , control, direction, aim , cones.	Tri Golf Activity Cards.	Discrete

	Games	games. Hit the ball in a straight line. Aim for the target. Can move about the space changing direction with control, in a range of ways and avoid others. To throw and catch with increasing control and send a ball to partner, trying out a variety of ways including a bounce. To control movements when moving at speed. Aim a ball at a target. To send a ball to partner with increasing control, trying out a variety of ways, develop kicking and trapping skills.	Aim, throw, roll, send, receive, retrieve, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate, run, jog, stop, turn, place, step, carry, collect, kick, trap.	Cambridgeshire Scheme of Work.	Discrete
	Dance	Copy and explore basic body patterns and movements. Remember simple dance steps and perform them in a controlled manner. Choose actions and link them with sounds and music. (mariachi music)	Up, down, in, out, forward, backward, through, around, pathway, straight, diagonal, curved, zigzag, circular, levels, low, medium, high, crouch, jump, tuck, spin, turn, tip toe, improvise, lead, follow, mirroring, repeat.	BBC – time to move, Cambridgeshire scheme of work, own plans and children’s ideas.	Cross Curricular (Mexico topic. Diwali Topic)
	Gymnastics	Safely perform teacher led warm-ups and can describe and discuss others’ work. Copy and explore basic gymnastics actions with some control and coordination. Select and link basic gymnastics actions together. Watch and discuss my own and others’ work. Perform a teacher led warm-up and cool down. Use space safely showing awareness of others.	Safe landing position, types of jump, 1 foot take-off, 2 foot take-off, 1 foot landing, 2 foot landing, balance, extend, upwards, spacing, no contact, forwards, backwards, sideways, leap, , describe, link, jumping jack, star jump, tuck jump, turning jump identify, right, left, apparatus, dismount, over, along, travel, low platform, movement phrase, remember, repeat, practice, improve, perform.	Cambridgeshire Scheme of Work.	Discrete

	Athletics	Develop the fundamental movement skills of balance, co-ordination and agility. Activities to include beanbag relay, throw clap and catch, slalom run, standing long jump etc. Develop balance, agility and co-ordination.	Walk, run, throw, jump, and hop.	Teacher plans	Discrete
YEAR 2	Dance	Perform with control and coordination. Respond imaginatively to a variety of stimuli. Vary the dynamics, levels, speed and direction of a phrase/motif. Discuss my own and others' work with simple vocabulary. Understand the need for warm up and cool down.	Tall, wide , tucked, wind, fire, candle, roll, turn, jump, gesture , forward, backwards, sideways, side by side, facing, canon, unison , meet and part.	Teaching Pack - (sparks) The Great Fire of London	Great Fire of London link
	Games	Refine the skills of running successfully, changing direction on the move. Develop throwing, catching, striking and dribbling skills and play small games. Stop/catch/strike a ball with control and accuracy. Pass a ball to someone else and receive a ball when moving. Take part in conditioned games with opponents. Understand about exercising, being safe and the short-term effects of exercise.	Run, jog, stop, turn, stretch, carry, roll, throw, bounce, catch, safe, forwards, backwards, racket , strike, hit, dribble, kick, pass, receive .	LCP PE Resource File	Discrete
	Gymnastics	Copy, remember, explore and repeat a variety of basic gymnastics actions with control and coordination. Select and link basic gymnastics actions into fluent, short movement phrases. Identify and describe	Position of stillness, points of contact , body parts, control, hold, freeze, tuck, pike, front support, side support, back support, crouch, side knee balance, shoulder stand, focus ,	Teacher planning (apparatus) LCP PE Resources File	Discrete

	Athletics	the difference between my own and others' work. Handle large apparatus safely and can explain the need for a warm up and cool down, recognising what is happening to my body during exercise. Develop balance, agility and co-ordination. Explore movement techniques with increased control. How to run, throw and jump and perform these with increased control and co-ordination.	stretch, squeeze, tight, perform, describe, improve, space, safety, 1 foot balance, arabesque, arch, dish, single knee balance, turn out, horizontal, muscle tension, breathing, transitions, transfer weight, create, explore, jump, turn, travel, roll, sideways, link, smoothly, copy, remember, repeat, short movement phrase. Walk, run, throw, jump, and hop. Skip, balance, control, coordination, sprint.	KT plans and LCP PE Resource File	Discrete
YEAR 3	Ball skills	Control, strike and catch a ball whilst moving and keeping possession with some accuracy. Accurately pass to someone else and be aware of space and how to use it. Choose simple tactics for sending and defending. Begin to influence the conditioned games with opponents. Describe what others do well. Talk about why it is important to warm up/cool down and lead a partner through a short warm up routine.	Send, receive, throw, catch, roll, strike, target, accurate, space, rules, contact point, fielding, release point, field of play , throw, aim, dodge, avoid , run, control, chase, dribble.	TC Own plans Val Sabin/ Cambridgeshire Scheme of Work for Physical Education	Discrete
	Striking & Fielding	Striking and fielding activities- throwing and catching.	Send, receive, throw, catch, roll, strike, target, accurate, space, rules,	Teacher planning	Discrete

	Golf	Experience small sided and modified net, striking/ fielding and invasion games using simple tactics; applying simple rules and conventions. Develop: Making up small games. Play in small groups/pairs.	contact point, fielding, release point, field of play, throw, aim, dodge, avoid, run, control, chase, dribble.	Activity cards from training	Discrete
	Athletics	Control the direction of the ball using both a putter and a chipper. Understand where to stand safely when playing Tri-Golf games. Hit the ball in a straight line. Aim for the target. To control movements and body actions in response to specific instructions To demonstrate agility and speed To jump for height and distance with control and balance To throw with speed and power and apply appropriate force	Golf club, ball, hit, chip, put, swing, shot, hoop, distance, hole, putter, chipper, zones, control, direction, aim, cones. Walk, run, throw, jump, and hop. Skip, balance, control, coordination, sprint, distance, power, force.		
	Orienteering	Set out cone map. Follow orienteering path mapped out on instruction cards. Use directions, turns and angles to help manoeuvre around the map. Instruction cards become increasingly difficult.	North, south, east and west. Diagonal, vertical & horizontal. Half & quarter turn. 90 /180 degrees turn.		
YEAR 4	Gymnastics	Copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity. Select and link gymnastics actions fluently into longer movement phrases and apply basic compositional ideas. Describe my own and others' work noting similarities and differences and make suggestions for	Principles of Balance, apply, easier, more challenging, control, hold, freeze, focus, body parts, points of contact, surface area, centre of gravity, v-sit, front support, arch shape, dish shape, 1 foot stand, cartwheel, side knee balance, single knee balance, side balance, observe,	KS2 Key Steps Routine for Glossop Gymnastics competition.	Discrete

		improvement. Work safely, handling a range of small and large apparatus. Recognise the changes in my body giving reasons why PE is good for health.	identify, flexibility, strength , space, safety, directions, up, down, forwards, backwards, sideways, varied, adapt , observe, identify, start position, finish position, jump, turn, travel, control. Movement phrase, sequence .		
	Hockey	Apply skills and techniques to small and larger game situations. Using tactics and strategies to improve performance.	Dribble, control, space, turn, stop, trap, pivot, hand, feet, stick, head up, goal , pass, rules, shooting accuracy, wing, team formation, attacking, defending	Teacher planning	Discrete
	Rounders Cricket	Apply skills and techniques to small and larger game situations. Using tactics and strategies to improve performance. Develop: Making up small games. Play in small groups/pairs.	Hit, strike, catch, field, bat, post, rounder , bowl, run, throw, underarm, overarm, back stop , in, out.	Teacher planning Some ideas from All Stars Cricket	Discrete
	Netball	Improve skills of travel, travel with, send, receive, attack, defend, movement into/out of space – perform with control and accuracy. Develop: Making up small games. Play in small groups/pairs	Throw, aim, catch, control, defend, indicate, and create space, rules, width, dodge, attack, mark, interception. Chest pass, shoulder pass, bounce pass, footwork.	Teacher planning	Discrete
	Fitness/circuit	Understand the importance of exercise and fitness. Set personal challenges and strive for improvement.	Run, jump, sprint, jog, sit-up, push-up, jumping jacks, squats, circuit, push, pull, down, up, sideways, heartbeat, breathing	Teacher plans	Discrete
	Dance	Improvise freely alone and with a partner. Translate ideas from a variety of stimuli into movement. Compare develop and adapt movement and motifs to create longer dances. Use dance vocabulary to compare and improve my work.	Space, direction, position, speed, levels, cannon, unison, mirror, repeat, character, hero, villain, mythical creature, formation, rhythm, beat, count, steps, energy, communication.	Cambridge Scheme of work/Leapfrog Dance for Juniors with own plans. Write own plans using ideas from	History Link – Greek Myths

	Athletics	Understand how to work safely. Recognise changes in my body and give reasons why PE is good for my health. Run for short distances and times, and for longer distances and times. Keep a steady pace. Practise 5 basic jumps e.g. hop, step, and jump. Combine basic actions and form simple jump combinations. Throw into a target using slinging, pushing and pulling actions.	Walk, run, throw, jump, and hop. Skip, balance, control, coordination, sprint, distance, power, force, relay, steady pace.	both and adapt to Greek myths. Cambridge Scheme of work	Discrete
YEAR 5	Swimming	Perform safe self-rescue in different water based situations. 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	Breaststroke, front crawl, back crawl, length, width, kick, arms, stroke, metres, streamline.	Swimming Teacher Plans at New Mills Pool.	Discrete
	Invasion Games	Improve skills of moving with the ball, with control, passing and shooting with accuracy. Introduce and develop game play skills of attacking and defending, moving in and out of space. Consistent performance of ball handling skills with control and accuracy within the competitive game situation.	Dribble, control, space, defend, and slalom , shoot, goal, accurate, target, team, attack, tackle, square , throw, aim, catch, space, dodge, rules.	Teacher planning/Cambridge scheme	Discrete
	Cricket Rounders	Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance.	Hit, strike, catch, field, bat, post, rounder, bowl, run, throw, underarm, overarm, back stop, in, out, team, rules, wickets.	Teacher planning/Cambridge scheme	Discrete
	Dance (invaders & Settlers)	Demonstrate precision, control and fluency in response to stimuli. Vary	Motif, repetition , plane , rhythm, mirror, sequence , levels,		

	Gymnastics	dynamics and develop actions with a partner or as part of a group. Link phrases and motifs to create a wide performance. Continually Demonstrate rhythm and spatial awareness. Modify my performance and that of others. Organise myself to warm up safely. Copy, remember, explore and repeat increasingly complex gymnastics actions with some control, coordination, quality and clarity. Select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and apply a variety of compositional ideas. Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences. Demonstrate specific aspects of warm-up, cool down, and describe the effects of exercise on the body.	Pair, partner, composition, link, create, short movement phrase, sequence, repeat, repetitions, different, variety, arm motion pattern, side by side, matching, unison, observe, self-check, identify, suggest, improve, refine, replace, adapt, extend, techniques, space, safety, spin, tuck, cartwheel, headstand, handstand, roll, straddle, dish shape, arch shape, bridge, bounce, jump, step, turn.	Teacher planning/Cambridge scheme	History link- invaders & Settlers
	Athletics	To sustain pace over short and longer distances such as running 100m and running for 2 minutes To be able to run as part of a relay team working at their maximum speed To perform a range of jumps and throws demonstrating increasing power and accuracy.	Walk, run, throw, jump, and hop. Skip, balance, control, coordination, sprint, distance, power, force, relay, steady pace, relay.	Teacher planning/Cambridge scheme	Discrete.
6	Football	Improve skills of moving with the ball, with control, passing and shooting with accuracy. Introduce and develop game play skills of attacking and defending, moving in and out of space.	Dribble, control, space, defend, slalom, accurate, target, attack. Goal, pass, rules, wing, team formation, square.	Premier Education	Discrete

	Rounders Cricket	Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance.	Hit, strike, catch, field, bat, post, rounder, bowl, run, throw, underarm, overarm, back stop, in, out, team, rules, wickets	Chapel High School PE staff - transition	Discrete
	Netball	Consistent performance of ball skills with control and accuracy within the competitive game situation. Application of attacking and defending strategies into small-sided competitive games. Accurate Evaluation of personal ability in attacking and defending roles.	Throw, aim, catch, control, defend, indicate, and create space, rules, width, dodge, attack, mark, interception.	Cambridge Scheme of Work	Discrete
	Bikeability	(Level 2)Cycle safely and responsibly. Identify and respond to hazards. Start and stop on-road journeys. Maintain suitable riding positions. Share the road with others and communicate with other road users. Comply with signals, signs and road markings. Manage risk when cycling Negotiate junctions (pass side roads, turn at T-junctions, and crossroads and roundabouts if present).	Hazards, riding positions, communication, signals, signs, road markings, risks, side road, junction.	Bikeability team (Gill Kent team)	PSHE/ Keeping safe
	Fitness	Understand the importance of exercise and fitness. Set personal challenges and strive for improvement.	Run, jump, sprint, jog, sit-up, push-up, jumping jacks, squats, circuit, push, pull, down, up, sideways, heartbeat, breathing	Created from previously being a qualified fitness instructor.	Maths Link
	Dance	Demonstrate precision, control and fluency in response to stimuli. Vary dynamics and develop actions with a partner or as part of a group. Link phrases and motifs to create a wide performance.	Travel, gesture, performance, expression , rhythm, timing , levels, dynamics, phrases , mirroring, cannon	Teacher own plans	WW2 Dance. History link.

	Athletics	Continually Demonstrate rhythm and spatial awareness. Modify my performance and that of others. Organise myself to warm up safely. To become confident and expert in a range of techniques and recognise their own success. To apply strength and flexibility to a broad range of throwing, running and jumping activities To work in collaboration and demonstrate improvement when working with self and others To accurately and confidently judge across a range of activities	Walk, run, throw, jump, and hop. Skip, balance, control, coordination, sprint, distance, power, force, relay, steady pace.	Cambridgeshire Scheme of Work	Discrete
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