

Menston Primary School P.E. Long-Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Multi Skills Jumping/Travelling (FMS)	Multi Skills: Agility, balance and co-ordination (FMS)	(FMS) Gymnastics	Multi Skills Bat and Ball (FMS)	Multi Skills: Sending/Receiving (FMS)	(FMS) Athletics
Year 1	Multi Skills Jumping/Travelling (FMS)	Multi Skills: Agility, balance and co-ordination (FMS) Dance – Twas the Night Before Christmas	SSS - Gymnastics	Multi Skills Bat and Ball (FMS)	Multi Skills: Sending and Receiving Striking and Fielding (FMS) Dance - Minibeasts	SSS – Athletics
Year 2	Multi Skills Jumping/Travelling (FMS) Dance – Handa’s Hen	Multi Skills: Agility, balance and co-ordination (FMS)	SSS - Gymnastics	Multi Skills Bat and Ball (FMS)	Multi Skills: Sending and Receiving Striking and Fielding (FMS)	SSS – Athletics
Year 3	Multi Skills: (FMS)	SSS – Invasion Games (Dodgeball, Basketball)	SSS – Gymnastics	SSS – Net & Wall (Intro to short tennis)	SSS – Striking & Fielding (Kwik Cricket) Dance – Romans	SSS – Athletics
Year 4	Multi Skills: (FMS)	SSS – Invasion Games (Tag Rugby)	SSS – Gymnastics	SSS – Net & Wall (Short Tennis)	SSS – Striking & Fielding (Kwik Cricket)	SSS – Athletics Dance - Wonders of the World
Year 5	Swimming	Swimming	Swimming	Swimming		
	Multi Skills: Invasion Games (SSS - Football)	SSS – Invasion Games Quick Sticks (England Hockey Scheme) Dance – South American Carnival Dance	SSS – Gymnastics	SSS – Net & Wall (Volleyball)	SSS – Striking & Fielding (Rounders)	SSS – Athletics
Year 6	Multi Skills: Invasion Games (SSS - Football) Dance - Victorian Childhood’s Workshop	SSS – Invasion Games Hockey – Quick Sticks (England Hockey Scheme)	SSS – Gymnastics	SSS – Net & Wall (Badminton)	SSS – Striking & Fielding (Rounders)	SSS – Athletics

Dance and Outdoor and Adventurous Activities will be delivered as part of the wider curriculum.

Fundamental Movement Skills (FMS), Sport Specific Skills (SSS)

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FOUNDATION

DEVELOPMENT MATTERS PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG)

Physical Development

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

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	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum Objectives:	<p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> to 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. to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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. to participate in team games, developing simple tactics for attacking and defending to perform dances using simple movement patterns. 		<p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> 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. to enjoy communicating, collaborating and competing with each other. to develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. to use running, jumping, throwing and catching in isolation and in combination to 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 to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] to perform dances using a range of movement patterns to take part in outdoor and adventurous activity challenges both individually and within a team to compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming and water safety</p> <ul style="list-style-type: none"> 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. 			

Health and Fitness - Progression of Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
(covered throughout the year)	<p>Health and Fitness Describe how the body feels when still and when exercising.</p>	<p>Health and Fitness Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Health and Fitness Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy</p>	<p>Health and Fitness Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Health and Fitness Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>	<p>Health and Fitness Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Health and Fitness Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Vocabulary	body, exercise	body part names	healthy, physical activities	strength, flexibility	performance	preparation	well-being

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<p>Links (wider curriculum)</p>	<p>PSED – Managing Self</p>	<p>Year 1 Science – Animals inc Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Year 2 Science – Animals inc Humans Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Year 3 – Science Animals inc Humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Year 4 – Science Animals inc Humans Animals, including humans. Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p>Year 5 – Science Animals inc Humans Animals including humans. Describe the changes as humans develop to old age.</p>	<p>Year 6 – Science Animals inc Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>
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Autumn Term Overview and Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	<p>Multi Skills Jumping/Travelling (FMS)</p> <p>Run and stop with some control.</p> <p>Explore galloping, skipping as a travelling action.</p> <p>Explore travelling in different patterns.</p> <p>Jump and hop with bent knees.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts.</p>	<p>Multi Skills: Jumping/Travelling (FMS)</p> <p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jumps: Two to two Two to one One to one One to two</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Show some control and balance when travelling at different speeds.</p>	<p>Multi Skills: Jumping/Travelling (FMS)</p> <p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Multi Skills: (FMS)</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 co-ordinate their bodies with increased consistency in a variety of activities.</p>	<p>Multi Skills (FMS)</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 co-ordinate their body at speed in response to a task.</p>	<p>Multi Skills/Invasion Games (SSS - Football)</p> <p>Travelling with a Ball Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> <p>Passing a Ball Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Possession Keep and win back possession of the ball effectively in a team game.</p> <p>Using Space Demonstrate an increasing awareness of space.</p> <p>Attacking and Defending Choose the best tactics for attacking and defending. Shoot in a game.</p> <p>Use skills as a team to prevent the opposition from scoring.</p> <p>Tactics and Rules</p>	<p>Multi Skills/Invasion Games (SSS - Football)</p> <p>Travelling with a Ball Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Passing a Ball Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Possession Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Using Space Demonstrate a good awareness of space.</p> <p>Attacking and Defending Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Tactics and Rules</p>

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						<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p> <p>Compete/Perform Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete/Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
Vocabulary	travel, fast, slow, stop, bend, change direction	speed, balance, control, furthest	coordination, increase	technique, accuracy, consistency	power, target	possession, attack, defend, tactics	fluency
Commentary	This unit builds on the children's gross motor skills. This prepares the children for the FMS they will learn in KS1 and LKS2.	These units build on the Fundamental Movements Skills (FMS) that the children have gained in Foundation. FMS prepares the children to develop and successfully perform a variety of activities (general Health, Fitness and Wellbeing activities) and Sport Specific Skills (SSS). These units prepare the children for the skills they will apply in UKS2.			Children are applying the skills they have gained previously and transitioning into a complex sport specific situation. These units will prepare the children for the IGS Football leagues and secondary school sports.		

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 2	<p style="text-align: center;">Multi Skills: Agility, balance and co-ordination (FMS)</p> <p>Hold different body parts still.</p> <p>Move different body parts in isolation.</p> <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p> <p>Travelling with a Ball Move a ball in different ways, including bouncing and kicking.</p> <p>Using Space Move safely around the space and equipment.</p>	<p style="text-align: center;">Multi Skills: Agility, balance and co-ordination (FMS)</p> <p>Explore static balancing.</p> <p>To combine upper and lower body movements.</p> <p>Aim for a target using a variety of balls and equipment.</p> <p>To stop/intercept the path of a ball.</p> <p>To time their running so as to stop/intercept the path of a ball.</p> <p>To travel in different directions (side to side, up and down).</p> <p>Throwing and Catching a Ball Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Use rolling skills in a game.</p> <p>Travelling with a Ball Travel with a ball in different ways.</p>	<p style="text-align: center;">Multi Skills: Agility, balance and co-ordination (FMS)</p> <p>Explore static balancing and understand the concept of bases.</p> <p>To combine a number of co-ordination drills using upper and lower body movements.</p> <p>To aim accurately using a variety of balls and equipment.</p> <p>To time their running so as to stop/intercept the path of a ball.</p> <p>To travel in different directions (side to side, up and down) with control and fluency.</p> <p>Throwing and Catching a Ball Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p>	<p style="text-align: center;">SSS – Invasion Games (Dodgeball, Basketball)</p> <p>Throwing/Catching a Ball Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Travelling with a Ball Move with the ball (in a variety of ways) with some control.</p> <p>Passing a Ball Pass the ball in two different ways in a game situation with some success.</p> <p>Possession Know how to keep and win back possession of the ball in a team game.</p> <p>Using Space</p>	<p style="text-align: center;">SSS – Invasion Games (Tag Rugby)</p> <p>Throwing/Catching a Ball Develop different ways of throwing and catching.</p> <p>Travelling with a Ball Move with the ball using a range of techniques, showing control and fluency.</p> <p>Passing a Ball Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Possession Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Using Space Make the best use of space to pass and receive the ball.</p> <p>Attacking and Defending Use a range of attacking and defending skills and techniques in a game.</p> <p>Use skills as an individual to prevent a player from scoring.</p>	<p style="text-align: center;">SSS – Invasion Games Quick Sticks</p> <p>Travelling with a Ball Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> <p>Passing a Ball Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Possession Keep and win back possession of the ball effectively in a team game.</p> <p>Using Space Demonstrate an increasing awareness of space.</p> <p>Attacking and Defending Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use skills as a team to prevent the opposition from scoring.</p>	<p style="text-align: center;">SSS – Invasion Games Hockey – Quick Sticks</p> <p>Travelling with a Ball Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Passing a Ball Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Possession Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Using Space Demonstrate a good awareness of space.</p> <p>Attacking and Defending Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p>

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		<p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Passing a Ball Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>Using Space Use different ways of travelling in different directions or pathways.</p>	<p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball. Vary types of throw used.</p> <p>Travelling with a Ball Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game. Use dribbling skills in a game.</p> <p>Passing a Ball Know how to pass the ball in different ways.</p> <p>Using Space Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Find a useful space and get into it to support teammates.</p> <p>Attacking and Defending Use simple attacking and defending skills in a game.</p> <p>Tactics and Rules Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Compete/Perform Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Tactics and Rules Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p> <p>Compete/Perform Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Tactics and Rules Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p> <p>Compete/Perform Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Tactics and Rules Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete/Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
Vocabulary	Travel, still, patterns, names of body parts	balance, static, base, co-ordination, agility, target, rotate,	balance, static, base	high, slow, fast, slow, possession, attacking, defending, control	receive	accuracy, control, consistently	precision, awareness
Commentary	This unit builds on the children's gross motor skills. This prepares the	These units build on the Fundamental Movements Skills (FMS) that the children have gained in Foundation. FMS prepares the children to explore,		Children are applying the skills they have gained previously and transitioning into a complex sport specific situation. These units will prepare the children for the IGS leagues and secondary school sports.			

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	<p>children for the FMS they will learn in KS1.</p>	<p>develop and successfully perform a variety of activities (general Health, Fitness and Wellbeing activities) and Sport Specific Skills (SSS). These units prepare the children for the skills they will apply in KS2 to sport specific games.</p>	
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Spring Term Overview and Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring Term 1	<p>SSS – Gymnastics</p> <p>Acquiring and Developing Skills Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways. Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Rolls Log roll (pencil roll) Curled side roll (egg roll) Teddy bear roll</p> <p>Jumps Straight jump Tuck jump Jumping jack Half turn jump</p>	<p>SSS – Gymnastics</p> <p>Acquiring and Developing Skills Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>SSS – Gymnastics</p> <p>Acquiring and Developing Skills Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p> <p>Rolls Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll</p> <p>Jumps Straight jump Tuck jump Jumping jack</p>	<p>SSS – Gymnastics</p> <p>Acquiring and Developing Skills Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p> <p>Rolls</p>	<p>SSS – Gymnastics</p> <p>Acquiring and Developing Skills Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p>	<p>SSS – Gymnastics</p> <p>Acquiring and Developing Skills Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>SSS – Gymnastics</p> <p>Acquiring and Developing Skills Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Rolls Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll</p>

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	<p>Handstands, Cartwheels and Round-offs Bunny hop</p> <p>Travelling & Linking Actions Tiptoe, step, jump and hop</p> <p>Shapes and Balances Standing balances</p> <p>Compete/Perform Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p> <p>Evaluate Talk about what they have done.</p> <p>Talk about what others have done</p>	<p>Rolls Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)</p> <p>Jumps Straight jump Tuck jump Jumping jack Half turn jump Cat spring</p> <p>Handstands, Cartwheels and Round-offs Bunny hop Front support wheelbarrow with partner</p> <p>Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn</p> <p>Shapes and Balances Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p> <p>Compete/Perform Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Evaluate</p>	<p>Half turn jump Cat spring Cat spring to straddle</p> <p>Handstands, Cartwheels and Round-offs Bunny hop Front support wheelbarrow with partner Scissor kick</p> <p>Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn</p> <p>Shapes and Balances Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/Perform Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Evaluate Watch and describe performances, and use what they see to</p>	<p>Crouched forward roll Forward roll from standing Tucked backward roll</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap</p> <p>Handstands, Cartwheels and Round-offs Handstand Lunge into handstand Cartwheel</p> <p>Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn Cat leap</p> <p>Shapes and Balances Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Develop strength, technique and flexibility throughout performances.</p> <p>Rolls Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap half-turn</p> <p>Handstands, Cartwheels and Round-offs Handstand Lunge into handstand Cartwheel</p> <p>Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn Cat leap half turn</p>	<p>Rolls Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Pike jump Straight jump full-turn Cat leap Cat leap half-turn Split leap</p> <p>Handstands, Cartwheels and Round-offs Lunge into handstand Lunge into cartwheel Lunge into round-off</p> <p>Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn Cat leap Cat leap half turn Pivot</p> <p>Shapes and Balances 1, 2, 3 and 4 - point balances</p>	<p>Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap Stag leap</p> <p>Handstands, Cartwheels and Round-offs Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off</p> <p>Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn Cat leap Cat leap half turn Pivot</p> <p>Shapes and Balances 1, 2, 3 and 4 - point balances</p>
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		<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Compete/Perform Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Pivot</p> <p>Shapes and Balances 1, 2, 3 and 4 - point balances</p> <p>Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/Perform Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/Perform Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/Perform Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
Vocabulary	travel, shape, balance, roll	opposites/contrasting, balance, agility, control, coordination, sequence, evaluate	coordination, direction	static, symmetry, contrasting	clarity, fluency, expression	centre of gravity	complexity, precision
Commentary	The children in these units are developing their core strength, balance and co-ordination and bodily kinesthetics. Children are taught to control their movements (E.g. safety landing.). These units prepare the children for complex sequences in KS2.			Children are applying the skills they have gained previously and transitioning into a complex sport specific situation. The skills (balancing, co-ordination, strength and conditioning) also transition into a range of other sports such as tennis, badminton, volleyball and swimming taught in Spring 2 and the Summer term.			

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring Term 2	<p>Multi Skills (FMS)</p> <p>Striking/Hitting a Ball Hit a ball with a bat or racquet.</p> <p>Throwing and Catching a Ball Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p> <p>Travelling with a Ball Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p> <p>Passing a Ball Kick an object at a target.</p> <p>Using Space Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p>	<p>Multi-Skills: Bat and Ball (FMS)</p> <p>Striking/Hitting a Ball Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <p>Tactics and Rules Follow simple rules to play games, including team games.</p> <p>Compete/Perform Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p>Evaluate Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Multi-Skills: Bat and Ball (FMS)</p> <p>Striking/Hitting a Ball Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Tactics and Rules Understand the importance of rules in games.</p> <p>Compete/Perform Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control. Compete against self and others.</p> <p>Evaluate Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between</p>	<p>SSS – Net & Wall (Intro to short tennis)</p> <p>Striking/Hitting a Ball Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking.</p> <p>Practise the correct hitting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p>Tactics and Rules Apply and follow rules fairly.</p> <p>Know how to play a striking game fairly.</p> <p>Compete/Perform Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p>	<p>SSS – Net & Wall (Short Tennis)</p> <p>Striking/Hitting a Ball Use a racquet or to hit a ball with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Tactics and Rules Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p> <p>Compete/Perform Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of</p>	<p>SSS – Net & Wall (Volleyball)</p> <p>Striking/Hitting a Ball Use different techniques to hit a ball.</p> <p>Explore when different shots are best used.</p> <p>Practise techniques for all strokes.</p> <p>Using Space Demonstrate an increasing awareness of space.</p> <p>Attacking and Defending Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use skills as a team to prevent the opposition from scoring.</p> <p>Tactics and Rules Devise and adapt rules to create their own game.</p> <p>Compete/Perform Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong</p>	<p>SSS – Net & Wall (Badminton)</p> <p>Striking/Hitting a Ball Use good hand-eye coordination to be able to direct a shuttlecock when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p> <p>Using Space Demonstrate a good awareness of space.</p> <p>Attacking and Defending Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Tactics and Rules Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete/Perform Perform and apply a variety of skills and techniques confidently,</p>

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	<p>Tactics and Rules Follow simple rules.</p> <p>Compete/Perform Control my body when performing a sequence of movements. Participate in simple games.</p> <p>Evaluate Talk about what they have done.</p> <p>Talk about what others have done.</p>		<p>their work and that of others.</p>	<p>Describe how their performance has improved over time.</p>	<p>performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>understanding of tactics and composition.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
Vocabulary	Strike, hit, roll, kick, bounce, catch	Striking, sending, receiving	Position, hand eye coordination		rally		
Commentary	This unit builds on the children's gross motor skills. This prepares the children for the FMS they will learn in KS1.	These units build on the Fundamental Movements Skills (FMS) that the children have gained in Foundation. FMS prepares the children to explore, develop and successfully perform a variety of activities (general Health, Fitness and Wellbeing activities) and Sport Specific Skills (SSS). These units prepare the children for the skills they will apply in KS2 to sport specific games.		Children are applying the skills they have gained previously and transitioning into a complex sport specific situation. These units will prepare the children for the IGS leagues and secondary school sports. Throughout KS2 the children will build on their endurance of performing a Sport Specific Skill.			

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Summer Term Overview and Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Term 1	Multi Skills (FMS)	Multi Skills: Sending/Receiving/Striking/Fielding (FMS)	Multi Skills: Sending/Receiving/Striking/Fielding (FMS)	SSS – Striking & Fielding (Kwik Cricket)	SSS – Striking & Fielding (Kwik Cricket)	SSS – Striking & Fielding (Rounders)	SSS – Striking & Fielding (Rounders)
	Striking and Hitting a Ball Hit a ball with a bat or racquet.	Striking and Hitting a Ball Use hitting skills in a game.	Striking and Hitting a Ball Strike or hit a ball with increasing control.	Striking and Hitting a Ball Demonstrate successful hitting and striking skills.	Striking and Hitting a Ball Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.	Striking and Hitting a Ball Use different techniques to hit a ball.	Striking and Hitting a Ball Hit a bowled ball over longer distances.
	Throwing and Catching a Ball Roll equipment in different ways.	Practise basic striking, sending and receiving.	Learn skills for playing striking and fielding games.	Develop a range of skills in striking (and fielding where appropriate).	Accurately bowl underarm.	Identify and apply techniques for hitting a ball.	Use good hand-eye coordination to be able to direct a ball when striking or hitting.
	Throw underarm.	Throwing and Catching a Ball Throw underarm and overarm.	Position the body to strike a ball.	Practise the correct batting technique and use it in a game.	Use at least two different shots in a game situation.	Explore when different shots are best used.	Throwing and Catching a Ball Throw and catch accurately and successfully under pressure in a game.
	Throw an object at a target.	Catch and bounce a ball.	Throwing and Catching a Ball Throw different types of equipment in different ways, for accuracy and distance.	Strike the ball for distance.	Use hand-eye coordination to strike a moving and a stationary ball.	Throwing and Catching a Ball Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Passing a Ball Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
	Catch equipment using two hands.	Use rolling skills in a game.	Throw, catch and bounce a ball with a partner.	Throwing and Catching a Ball Throw and catch with greater control and accuracy.	Throwing and Catching a Ball Develop different ways of throwing and catching.	Passing a Ball Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Using Space Demonstrate a good awareness of space.
	Travelling with a Ball Use equipment to control a ball.	Practise accurate throwing and consistent catching.	Use throwing and catching skills in a game.	Practise the correct technique for catching a ball and use it in a game.	Passing a Ball Pass the ball with increasing speed, accuracy and success in a game situation.	Using Space Demonstrate an increasing awareness of space.	Attacking and Defending Think ahead and create a plan of attack or defence.
	Passing a Ball Kick an object at a target.	Passing a Ball Pass the ball to another player in a game.	Throw a ball for distance.	Perform a range of catching and gathering skills with control.	Using Space Make the best use of space to pass and receive the ball.	Attacking and Defending Choose the best tactics for attacking and defending.	
	Using Space Move safely around the space and equipment.	Use kicking skills in a game. Using Space Begin to use space in a game.	Use hand-eye coordination to control a ball. Vary types of throw used.	Catch with increasing control and accuracy.	Attacking and Defending Choose the best tactics for attacking and defending.		
	Tactics and Rules Follow simple rules.		Passing a Ball Know how to pass the ball in different ways.	Throw a ball in different ways (e.g. high, low, fast or slow).	Attacking and Defending		
Compete/Perform Control my body when performing a	Attacking and Defending Begin to use the terms attacking and defending.	Using Space					

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	<p>sequence of movements.</p> <p>Participate in simple games.</p> <p>Evaluate Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Tactics and Rules Follow simple rules to play games, including team games.</p> <p>Compete/Perform Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p>Evaluate Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Begin to choose and use the best space in a game.</p> <p>Attacking and Defending Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Tactics and Rules Understand the importance of rules in games.</p> <p>Compete/Perform Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control. Compete against self and others.</p> <p>Evaluate Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Develop a safe and effective overarm bowl.</p> <p>Passing a Ball Pass the ball in two different ways in a game situation with some success.</p> <p>Using Space Find a useful space and get into it to support teammates.</p> <p>Attacking and Defending Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Tactics and Rules Apply and follow rules fairly.</p> <p>Know how to play a striking and fielding game fairly.</p> <p>Compete/Perform Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Tactics and Rules Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p> <p>Compete/Perform Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Tactics and Rules Know when to pass.</p> <p>Devise and adapt rules to create their own game.</p> <p>Compete/Perform Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Tactics and Rules Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete/Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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				<p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>			
Vocabulary	strike, hit, roll, bounce	underarm, overarm	hand-eye coordination	quality, gathering			
Commentary	This unit builds on the children's gross motor skills. This prepares the children for the FMS they will learn in KS1.	These units build on the Fundamental Movements Skills (FMS) that the children have gained in Foundation. FMS prepares the children to explore, develop and successfully perform a variety of activities (general Health, Fitness and Wellbeing activities) and Sport Specific Skills (SSS). These units prepare the children for the skills they will apply in KS2 to sport specific games.		Children are applying the skills they have gained previously and transitioning into a complex sport specific situation. These units will prepare the children for the IGS leagues and secondary school sports. Throughout KS2 the children will become more autonomous in performance and evaluation of Sport Specific Skills.			

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Term 2	<p>(FMS) Athletics</p> <p>Running Run in different ways for a variety of purposes.</p> <p>Jumping Jump in a range of ways, landing safely.</p> <p>Throwing Roll equipment in different ways. Throw underarm. Throw an object at a target.</p> <p>Compete/Perform Control their body when performing a sequence of movements.</p> <p>Participate in simple games.</p> <p>Evaluate Talk about what they have done. Talk about what others have done.</p>	<p>SSS – Athletics</p> <p>Running Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p>Jumping Perform different types of jumps: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible.</p>	<p>SSS – Athletics</p> <p>Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p> <p>Jumping Perform and compare different types of jumps: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p>	<p>SSS – Athletics</p> <p>Running Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Jumping Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump.</p>	<p>SSS – Athletics</p> <p>Running Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p>Jumping Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p>Throwing Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p>Compete/Perform</p>	<p>SSS – Athletics</p> <p>Running Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Jumping Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence.</p>	<p>SSS – Athletics</p> <p>Running Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Jumping Develop the technique for the standing vertical jump.</p>

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	<p>Jump as far as possible. Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p> <p>Throwing Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p> <p>Compete/Perform Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p>Evaluate Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate/choose the best jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p>Throwing Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Compete/Perform Perform learnt skills with increasing control. Compete against self and others.</p> <p>Evaluate Watch and describe performances, and use what they see to improve their own performance.</p>	<p>Land safely and with control.</p> <p>Throwing Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Compete/Perform Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p> <p>Throwing Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Compete/Perform Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate</p>	<p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Throwing Perform a fling throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p> <p>Compete/Perform Perform and apply a variety of skills and</p>
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			Talk about the differences between their work and that of others.			Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Vocabulary	underarm, control	jogging, sprinting, posture	pace, stride	flight phase	modify	stamina	endurance
Commentary	This unit builds on the children's gross motor skills. This prepares the children for the FMS they will learn in KS1. Throughout KS1 and KS2, the children are exploring, refining and applying their skills in preparation for secondary school athletics.						

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Swimming - Progression of Skills (Year 5)

	Beginners	Developers	Intermediate
	<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>
Commentary	<p>Children will develop an awareness and basic understanding and application of foundation skills allowing them travel safely in water using different techniques.</p>	<p>Children will build on prior learning and foundational skills of using different techniques to move through water with purpose. Children will refine their technique to move more efficiently and effectively in water with consistency. Children will develop an understanding of how to use different breathing methods to</p>	<p>Children will build on their refined movement in water with confidence and efficiency. Children will increase confidence and ability to use a variety of swimming strokes and breathing techniques, moving through and beneath water with purpose and understanding of water safety</p>

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		travel under and through water with intention (e.g., object collection and retrieval).	and survival. This will prepare for secondary school and general water safety.
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National Curriculum

Children 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.

Dance - Progression of Skills

	Foundation	Y1	Y2	Y3	Y4	Y5	Y6
<p>Dance is delivered in all year groups as part of the wider curriculum.</p>	<p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p> <p>Perform Control my body when performing a sequence of movements.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p>

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	<p>Evaluate Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Perform Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Evaluate Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<p>Improve the timing of their actions.</p> <p>Perform Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control. Compete against self and others.</p> <p>Evaluate Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Perform Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control. Compete against self and others.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Perform Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p> <p>Perform Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performances.</p>	<p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p> <p>Perform Link actions to create a complex sequence using a full range of movement.</p>
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						Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Vocabulary	move, speed	choreography, unison, canon, mirroring.	choreography, unison, canon, mirroring, motif, stimulus.	rhythm, expression	Improvise, spatial awareness	transitions	Fluency, rhythmically
Commentary	This unit builds on the children's gross motor skills. This prepares the children for the FMS they will learn in KS1.	These units build on the Fundamental Movements Skills (FMS) that the children have gained in Foundation. FMS prepares the children to explore, develop and successfully perform a variety of movement using both knowledge of kinesthetics and music.		Through KS2, children will build on their foundational kinaesthetic knowledge and understanding of music in movement to refine and adapt their movement and performance to meet a variety of purposes. Children will combine their agility, balance and coordination to transition through space using music and build a sound understanding and self-awareness to evaluate performance and provide appropriate and functional improvements. By increasing knowledge across the domain, this will prepare children for secondary school dance and understanding of transitional knowledge to other physical activities and sport (e.g., gymnastics, football, dance and netball).			

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Outdoor and Adventurous Activities - Progression of Skills

	Y3	Y4	Y5	Y6
<p>OAA is delivered as part of the wider curriculum.</p>	<p>Trails Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Problem-Solving Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p> <p>Preparation and Organisation Begin to choose equipment that is appropriate for an activity.</p> <p>Communication Communicate with others.</p> <p>Compete and Perform Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p>	<p>Trails Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p> <p>Problem-Solving Communicate clearly and with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Preparation and Organisation Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p> <p>Communication Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p> <p>Compete and Perform</p>	<p>Trails Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Problem-Solving Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Preparation and Organisation Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Communication Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p>	<p>Trails Orientate themselves with increasing confidence and accuracy around an orienteering course under pressure.</p> <p>Design an orienteering course that is clear to follow and offers some challenge to others.</p> <p>Begin to use navigation equipment (maps and compasses) to the trail.</p> <p>Problem-Solving Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.</p> <p>Preparation and Organisation Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p> <p>Communication Communicate clearly and effectively with others when under pressure.</p>

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		<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance giving ideas for improvement.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Successfully use a map to complete an orienteering course.</p> <p>Begin to use a compass for navigation.</p> <p>Compete and Perform Complete an orienteering course on multiple occasions in a quicker time due to technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve trails to increase the challenge of the course.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques and the effect they have on their performance.</p>	<p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Use a compass for navigation.</p> <p>Organise an event for others.</p> <p>Compete and Perform Complete an orienteering course on multiple occasions in a quicker time due to technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course from it.</p> <p>Evaluate Thoroughly evaluate their own and others' work suggesting thoughtful and appropriate improvements.</p>
Commentary	<p>Through LK2, children will develop the foundational skills in being able to navigate, explore and identify appropriate and purposeful symbols to orientate their outdoor world with safety. Children will build essential skills in communication, team work and problem-solving to work through a variety of challenge and overcome with developing confidence.</p>		<p>In UK2, children will build on their foundational skills with increasing difficulty. The children will develop a sound understanding of the world around them, allowing them to grow in independence and refine their skills in being able to navigate safely. Children will learn to build on knowledge from a variety of sources and evaluate performance and outcome with purpose. The skills developed thorough UK2 will prepare children for secondary school objectives, as well as develop world safety and independence in preparation for adulthood.</p>	