

Hemington PE Long Term Plan
and Progression - Brunel Class

		Year A	Year B	Year C	Year D
Term 1-2	Working in Teams	Children will learn to warm up in teams, prepare their bodies for exercise and take on various roles within a team. This will set a precedent for future PE lessons where children will have learnt about their bodies during exercise and will learn to work both independently and as part of a team	Children will learn to warm up in teams, prepare their bodies for exercise and take on various roles within a team. This will set a precedent for future PE lessons where children will have learnt about their bodies during exercise and will learn to work both independently and as part of a team	Children will learn to warm up in teams, prepare their bodies for exercise and take on various roles within a team. This will set a precedent for future PE lessons where children will have learnt about their bodies during exercise and will learn to work both independently and as part of a team	Children will learn to warm up in teams, prepare their bodies for exercise and take on various roles within a team. This will set a precedent for future PE lessons where children will have learnt about their bodies during exercise and will learn to work both independently and as part of a team
Criteria Achieved	Games	Act as a good role model within a team, taking a lead role when required Follow the formal rules of the game and demonstrate they can play fairly	Act as a good role model within a team, taking a lead role when required Follow the formal rules of the game and demonstrate they can play fairly	Act as a good role model within a team, taking a lead role when required Follow the formal rules of the game and demonstrate they can play fairly	Act as a good role model within a team, taking a lead role when required Follow the formal rules of the game and demonstrate they can play fairly

<p>Criteria Achieved</p> <p>Knowledge and Understanding of Health and Fitness</p>		<p>Explain how their body feels during a range of physical activities, making reference to different parts of the body</p> <p>Recognise changes in heart rate, temperature and breathing rate</p> <p>Explain and demonstrate why and how people warm up for exercise</p> <p>Explain how physical exercise is important for good health</p> <p>Understand and explain the short and long term effects of exercise</p> <p>Lead warm up and cool down activities in ways that enhance the forthcoming activity</p> <p>Explain why regular exercise is important to</p>	<p>Explain how their body feels during a range of physical activities, making reference to different parts of the body</p> <p>Recognise changes in heart rate, temperature and breathing rate</p> <p>Explain and demonstrate why and how people warm up for exercise</p> <p>Explain how physical exercise is important for good health</p> <p>Understand and explain the short and long term effects of exercise</p> <p>Lead warm up and cool down activities in ways that enhance the forthcoming activity</p> <p>Explain why regular exercise is important to general health and well-being</p>	<p>Explain how their body feels during a range of physical activities, making reference to different parts of the body</p> <p>Recognise changes in heart rate, temperature and breathing rate</p> <p>Explain and demonstrate why and how people warm up for exercise</p> <p>Explain how physical exercise is important for good health</p> <p>Understand and explain the short and long term effects of exercise</p> <p>Lead warm up and cool down activities in ways that enhance the forthcoming activity</p> <p>Explain why regular exercise is important to</p>	<p>Explain how their body feels during a range of physical activities, making reference to different parts of the body</p> <p>Recognise changes in heart rate, temperature and breathing rate</p> <p>Explain and demonstrate why and how people warm up for exercise</p> <p>Explain how physical exercise is important for good health</p> <p>Understand and explain the short and long term effects of exercise</p> <p>Lead warm up and cool down activities in ways that enhance the forthcoming activity</p> <p>Explain why regular exercise is important to</p>
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		general health and well-being		general health and well-being	general health and well-being
		Cricket	T-ball/Rounders	Handball	Bench ball
	Overview	In Cricket lessons, children will learn to keep score, run between wickets, make informed decisions whether to 'run' or 'stay'. They will practice fielding and batting skills.	Children will learn how to run around the bases in softball/rounders. They will learn strategies to stop themselves getting 'out' whilst running around bases and be able to make more informed decisions regarding running or waiting at a base.	Children will learn to pass and catch the ball with more accuracy and learn to make quick decisions regarding passing and moving into space.	Children will learn to pass and throw the ball with more accuracy. They will learn different types of pass and how to move into space and mark opponents.
Criteria Achieved		Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing and catching Strike, throw and catch with control and clear sense of direction <i>Striking and Fielding (e.g. Cricket, Rounders)</i> Work alone and with a team to outwit an	Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing and catching Strike, throw and catch with control and clear sense of direction <i>Striking and Fielding (e.g. Cricket, Rounders)</i> Work alone and with a team to outwit an opponent / opposing team	Choose, use and vary simple tactics for attacking and defending (e.g. positioning) <i>Invasion (e.g. Football, Netball)</i> Keep possession of a ball (with e.g. hockey stick, hands, feet) <i>Invasion (e.g. Hockey)</i> Show awareness and accuracy in passing.	Choose, use and vary simple tactics for attacking and defending (e.g. positioning) <i>Invasion (e.g. Football, Netball)</i> Follow the formal rules of the game and demonstrate they can play fairly Develop consistency in skills of running, throwing, catching,



		<p>opponent / opposing team</p> <p>Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play <i>Net and Wall (e.g. Tennis, Badminton); Striking and Fielding (e.g. Cricket)</i></p>	<p>Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play <i>Net and Wall (e.g. Tennis, Badminton); Striking and Fielding (e.g. Cricket)</i></p>	<p><i>Invasion (e.g. Hockey, Football)</i></p> <p>Carefully select and use a variety of techniques to pass <i>Invasion (e.g. Netball, Football, Rugby)</i></p> <p>Choose and combine skills in game situations (running, throwing, catching, passing, and kicking) <i>Invasion (e.g. Rugby, Basketball, Netball, Football)</i></p>	<p>passing, jumping and kicking through practise and repetition <i>Invasion (e.g. Netball, Rugby)</i></p> <p>Choose and combine skills in game situations (running, throwing, catching, passing, and kicking) <i>Invasion (e.g. Rugby, Basketball, Netball, Football)</i></p>
	Hall	Dance	Gymnastics	Dance	Gymnastics
	Overview	<p>Students will use a count of 8 beats to put movement sequences together. They will learn to move at different speeds and levels according to the rhythm of the beat.</p>	<p>students will learn to stretch appropriately before gymnastics. They will learn to perform paired and triple balances safely and put these into a routine.</p>	<p>Students will use a count of 8 beats to put movement sequences together. They will learn to move at different speeds and levels according to the rhythm of the beat.</p>	<p>students will learn to stretch appropriately before gymnastics. They will learn to perform paired and triple balances safely and put these into a routine.</p>
Criteria Achieved		<p>Experiment with actions, dynamics, directions and levels</p>		<p>Experiment with actions, dynamics, directions and levels</p>	
Dance					

		<p>Remember and repeat dance phrases</p> <p>Vary speed and levels within a dance sequence</p> <p>Link movements into dance sequences</p> <p>Learn different dance styles, explaining the patterns and forms of the dance</p> <p>Actions are controlled and express emotions</p> <p>Choreograph creative and imaginative dance sequences, independently and in a group</p> <p>Choreograph and perform more complex sequences</p>		<p>Remember and repeat dance phrases</p> <p>Vary speed and levels within a dance sequence</p> <p>Link movements into dance sequences</p> <p>Learn different dance styles, explaining the patterns and forms of the dance</p> <p>Actions are controlled and express emotions</p> <p>Choreograph creative and imaginative dance sequences, independently and in a group</p> <p>Choreograph and perform more complex sequences</p>	
Criteria Achieved			Demonstrate control and coordination when		Demonstrate control and coordination when
Gymnastics					



			<p>performing a range of actions with transitions</p> <p>Devise, repeat and perform a short sequence that shows changes in speed, level and direction</p> <p>Create a sequence using apparatus</p> <p>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with traveling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on experience</p>		<p>performing a range of actions with transitions</p> <p>Devise, repeat and perform a short sequence that shows changes in speed, level and direction</p> <p>Create a sequence using apparatus</p> <p>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with traveling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on experience</p>
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			<p>Perform a range of gymnastic actions with consistency, fluency and clarity of movement</p> <p>Show body tension and extension and good weight transference when performing</p> <p>Combine dynamics when making sequences using changes of speed, level and direction</p> <p>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p> <p>Rehearse, refine and perfect gymnastic skills</p>		<p>Perform a range of gymnastic actions with consistency, fluency and clarity of movement</p> <p>Show body tension and extension and good weight transference when performing</p> <p>Combine dynamics when making sequences using changes of speed, level and direction</p> <p>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p>
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					Rehearse, refine and perfect gymnastic skills
Term 3-4	Outside	Capture the Flag	Rugby	Hockey	Football
	Overview	Students will develop strategies for team games and begin to think about forms of attack and defence and how to counter the opponents strategies. They will look in further detail at the roles of individuals within a team.	Students will learn the movement concepts of rugby and the importance of moving forwards in order to be able to pass backwards and gain ground. They will also learn how to effectively carry and pass a rugby ball	Students will learn to stop, pass and hit the ball using the hockey stick and how to control and dribble the ball with more accuracy. They will develop strategies for team games and begin to think about forms of attack and defence. They	Students will learn how to stop, dribble and pass a ball with more accuracy. They will learn to shoot with more power and control. Students will also develop greater awareness of strategies for attacking and defending in football.
Criteria Achieved Games		Choose, use and vary simple tactics for attacking and defending (e.g. positioning) <i>Invasion (e.g. Football, Netball)</i> Choose and combine skills in game situations (running, throwing, catching, passing, and kicking)	Carefully select and use a variety of techniques to pass <i>Invasion (e.g. Netball, Football, Rugby)</i> Develop consistency in skills of running, throwing, catching, passing, jumping and kicking through practise and repetition <i>Invasion (e.g. Netball, Rugby)</i>	Choose, use and vary simple tactics for attacking and defending (e.g. positioning) <i>Invasion (e.g. Football, Netball)</i> Keep possession of a ball (with e.g. hockey stick, hands, feet) <i>Invasion (e.g. Hockey)</i> Show awareness and accuracy in passing.	Choose, use and vary simple tactics for attacking and defending (e.g. positioning) <i>Invasion (e.g. Football, Netball)</i> Show awareness and accuracy in passing. <i>Invasion (e.g. Hockey, Football)</i>



		<p><i>Invasion (e.g. Rugby, Basketball, Netball, Football)</i></p> <p>Work alone and with a team to outwit an opponent / opposing team</p>	<p>Choose and combine skills in game situations (running, throwing, catching, passing, and kicking)</p> <p><i>Invasion (e.g. Rugby, Basketball, Netball, Football)</i></p> <p>Work alone and with a team to outwit an opponent / opposing team</p>	<p><i>Invasion (e.g. Hockey, Football)</i></p>	<p>Carefully select and use a variety of techniques to pass</p> <p><i>Invasion (e.g. Netball, Football, Rugby)</i></p> <p>Choose and combine skills in game situations (running, throwing, catching, passing, and kicking)</p> <p><i>Invasion (e.g. Rugby, Basketball, Netball, Football)</i></p>
	Hall	Gymnastics	Hockey	Gymnastics	Hockey
	Overview	<p>students will learn to stretch appropriately before gymnastics. They will learn to perform paired and triple balances safely and put these into a routine.</p>	<p>Students will learn to pass and stop the ball with more accuracy. They will learn to adjust the power they hit the ball with according to the distance they are passing. They will learn to dribble the ball and develop strategies for game play.</p>	<p>students will learn to stretch appropriately before gymnastics. They will learn to perform paired and triple balances safely and put these into a routine.</p>	<p>Students will learn to pass and stop the ball with more accuracy. They will learn to adjust the power they hit the ball with according to the distance they are passing. They will learn to dribble the ball and develop strategies for game play.</p>
Criteria Achieved			Choose, use and vary simple tactics for		Choose, use and vary simple tactics for



Games			attacking and defending (e.g. positioning) <i>Invasion (e.g. Football, Netball)</i> Keep possession of a ball (with e.g. hockey stick, hands, feet) <i>Invasion (e.g. Hockey)</i> Show awareness and accuracy in passing. <i>Invasion (e.g. Hockey, Football)</i>		attacking and defending (e.g. positioning) <i>Invasion (e.g. Football, Netball)</i> Keep possession of a ball (with e.g. hockey stick, hands, feet) <i>Invasion (e.g. Hockey)</i> Show awareness and accuracy in passing. <i>Invasion (e.g. Hockey, Football)</i>
Criteria Achieved Gymnastics		Demonstrate control and coordination when performing a range of actions with transitions Devise, repeat and perform a short sequence that shows changes in speed, level and direction Create a sequence using apparatus Plan, perform and repeat fluent gymnastic		Demonstrate control and coordination when performing a range of actions with transitions Devise, repeat and perform a short sequence that shows changes in speed, level and direction Create a sequence using apparatus Plan, perform and repeat fluent gymnastic	



		<p>sequences, linking still shapes with travelling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on experience</p> <p>Perform a range of gymnastic actions with consistency, fluency and clarity of movement</p> <p>Show body tension and extension and good weight transference when performing</p> <p>Combine dynamics when making sequences using</p>		<p>sequences, linking still shapes with travelling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on experience</p> <p>Perform a range of gymnastic actions with consistency, fluency and clarity of movement</p> <p>Show body tension and extension and good weight transference when performing</p> <p>Combine dynamics when making sequences using</p>	
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		<p>changes of speed, level and direction</p> <p>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p> <p>Rehearse, refine and perfect gymnastic skills</p>		<p>changes of speed, level and direction</p> <p>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p> <p>Rehearse, refine and perfect gymnastic skills</p>	
Term 5-6	Outside	Athletics	Athletics	Athletics	Athletics
	Overview	In athletics, children will begin to perform and practice for potential sports day events. They will practice and learn about both track and field events as well as traditional sports day activities	In athletics, children will begin to perform and practice for potential sports day events. They will practice and learn about both track and field events as well as traditional sports day activities	In athletics, children will begin to perform and practice for potential sports day events. They will practice and learn about both track and field events as well as traditional sports day activities	In athletics, children will begin to perform and practice for potential sports day events. They will practice and learn about both track and field events as well as traditional sports day activities

<p>Criteria Achieved</p> <p>Athletics</p>		<p>Run at a speed appropriate to the distance</p> <p>Jump from a standing position</p> <p>Able to throw a ball using an under and over arm technique</p> <p>Sprint over a short distance</p> <p>Pace running over longer distances</p> <p>Develop techniques to be able to throw further</p> <p>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p> <p>Choose the best pace for running over a variety of distances</p> <p>Use a range of throws accurately to hit a</p>	<p>Run at a speed appropriate to the distance</p> <p>Jump from a standing position</p> <p>Able to throw a ball using an under and over arm technique</p> <p>Sprint over a short distance</p> <p>Pace running over longer distances</p> <p>Develop techniques to be able to throw further</p> <p>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p> <p>Choose the best pace for running over a variety of distances</p> <p>Use a range of throws accurately to hit a target over a range of distances</p>	<p>Run at a speed appropriate to the distance</p> <p>Jump from a standing position</p> <p>Able to throw a ball using an under and over arm technique</p> <p>Sprint over a short distance</p> <p>Pace running over longer distances</p> <p>Develop techniques to be able to throw further</p> <p>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p> <p>Choose the best pace for running over a variety of distances</p> <p>Use a range of throws accurately to hit a</p>	<p>Run at a speed appropriate to the distance</p> <p>Jump from a standing position</p> <p>Able to throw a ball using an under and over arm technique</p> <p>Sprint over a short distance</p> <p>Pace running over longer distances</p> <p>Develop techniques to be able to throw further</p> <p>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p> <p>Choose the best pace for running over a variety of distances</p> <p>Use a range of throws accurately to hit a</p>
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		<p>target over a range of distances Combine running and jumping in athletic activities (long jump)</p> <p>When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape</p> <p>Demonstrate control, balance and power in take-off and landing when jumping</p> <p>Compete with others, recording results, setting targets and</p>	<p>Combine running and jumping in athletic activities (long jump)</p> <p>When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape</p> <p>Demonstrate control, balance and power in take-off and landing when jumping</p> <p>Compete with others, recording results, setting targets and</p>	<p>target over a range of distances Combine running and jumping in athletic activities (long jump)</p> <p>When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape</p> <p>Demonstrate control, balance and power in take-off and landing when jumping</p> <p>Compete with others, recording results, setting targets and</p>	<p>target over a range of distances Combine running and jumping in athletic activities (long jump)</p> <p>When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape</p> <p>Demonstrate control, balance and power in take-off and landing when jumping</p> <p>Compete with others, recording results, setting targets and</p>
		Swimming (Years A & B)	Tennis	Swimming (Years C & D)	Tennis
	Overview		In tennis, pupils will learn to feed and return the ball with increasing accuracy.		In tennis, pupils will learn to feed and return the ball with increasing



			They will develop awareness of how to move their feet and body in relation to the ball and it's bounce and how to control the racket when returning the tennis ball		accuracy. They will develop awareness of how to move their feet and body in relation to the ball and it's bounce and how to control the racket when returning the tennis ball
Criteria Achieved Games			Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing and catching Develop the skills of forehand or backhand when playing racket games, showing control <i>Net and Wall (e.g. Tennis, Badminton)</i> Work alone and with a team to outwit an opponent / opposing team Hit a bowled or volleyed ball with accuracy in return <i>Striking and Fielding (e.g. Rounders, Cricket); Net and Wall (e.g. Tennis)</i>		Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing and catching Develop the skills of forehand or backhand when playing racket games, showing control <i>Net and Wall (e.g. Tennis, Badminton)</i> Hit a bowled or volleyed ball with accuracy in return <i>Striking and Fielding (e.g. Rounders, Cricket); Net and Wall (e.g. Tennis)</i> Work alone and with a team to outwit an



			Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play <i>Net and Wall (e.g. Tennis, Badminton); Striking and Fielding (e.g. Cricket)</i>		opponent / opposing team Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play <i>Net and Wall (e.g. Tennis, Badminton); Striking and Fielding (e.g. Cricket)</i>
Criteria Achieved Swimming		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		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	