



Physical Education Long Term Plan – Progression of Declarative and Procedural Knowledge



Autumn	Spring	Summer	Taught by
Gymnastics / Football	Dance / Volleyball / Tag Rugby	Cricket / Rounders	Nu Sports
Tennis / Hockey (KS1) Netball (KS2)	Basketball / Hockey / Rugby / Golf	Athletics	Teachers
Outdoor and Adventurous (Y3 and Y5)			Outdoor and Adventurous (Y6) PGL / One Adventure

Declarative Knowledge (knowing what) Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.

Procedural Knowledge (knowing how) Knowing how to apply declarative facts. Best practiced through demonstration or participation.

Unit: Gymnastics	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Gymnastics Declarative Knowledge	(Movement Development) <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Shows some understanding towards the effects of activity on their body. Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. 	<ul style="list-style-type: none"> Describe what you have done or seen others do. 	<ul style="list-style-type: none"> Watch and describe a performance accurately Understand and describe changes to your heartrate when playing a game 	<ul style="list-style-type: none"> Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. Describe how your body feels when exercising. 	<ul style="list-style-type: none"> Recognise and explain a good performance. 	<ul style="list-style-type: none"> Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback. 	<ul style="list-style-type: none"> Work effectively as part of a team, recognising success, and give constructive feedback. Create short warm up routines that follow important principles.
Gymnastics Procedural Knowledge	(Movement Development)	<ul style="list-style-type: none"> Perform basic gymnastic actions, including travelling, 	<ul style="list-style-type: none"> Perform a range of actions with control and confidence. 	<ul style="list-style-type: none"> Perform a range of actions, agilities and skills with consistency, 	<ul style="list-style-type: none"> Find different ways of using a shape, balance, or 	<ul style="list-style-type: none"> Perform movements 	<ul style="list-style-type: none"> Explore, improvise, and combine movement

	<ul style="list-style-type: none"> • Travels with confidence and skill in a range of movements when using equipment. • Moves freely and with pleasure and confidence in a range of skilful ways. • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 	<p>rolling, jumping, and staying still.</p> <ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. • Combine different ways of travelling exploring a range of movements and shapes. • Create linked movement phrases with beginning, middle and ends. • Perform movement phrases using a range of different body actions and body parts. • Develop agility, balance, and coordination. 	<ul style="list-style-type: none"> • Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. • Form simple sequences of different actions, using the floor and a variety of apparatus. • Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. • Develop agility, balance, and coordination. 	<p>fluency, and clarity of movement.</p> <ul style="list-style-type: none"> • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. • Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. • Develop flexibility, strength, control, technique, and balance. 	<p>travel, and link them to make actions and sequences of movement.</p> <ul style="list-style-type: none"> • Show control, accuracy and fluency of movement when performing actions on your own and with a partner. • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. • Collaborate with others. 	<p>accurately with a sense of rhythm.</p> <ul style="list-style-type: none"> • Explore, improvise, and combine movement ideas fluently and effectively. • Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. • Develop flexibility, strength, control, technique, and balance. 	<p>ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm.</p> <ul style="list-style-type: none"> • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Use combinations of dynamics using the space effectively. • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.
<u>Vocabulary</u>	Jumping, weaving, speed, balance, healthy, exercise, landing, coordination, teamwork, strength, safe, space, instructions	Arch, balance, backwards, direction, straight, dish, explore, forwards, high & low, travelling, individual, jump, key shape, level, tuck, linking, movement, sequence, shapes, star	Key shapes, travel, smart, sequence, balance, explore, individual, arch, high/low, point, routine, dish, straight, tense, linking, level	Teamwork, straddle, experiment, pathway, level, point, front, support, quality, pike, control, routine, combine, apparatus, arabesque, practise, describe	Teamwork, transition, experiment, communicate, level, linking, pike, quality, straddle, control, routine, combine, apparatus, arabesque, create, describe	Front Support, back support, creativity, evaluate, improve, pose, observe, fluency, flow, flight	Asymmetrical, body control, creativity, evaluate, improve, symmetrical, observe, fluency, flow, flight



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Unit: Invasion Games	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Football Declarative Knowledge	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment Shows some understanding towards the effects of activity on their body Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions 	<ul style="list-style-type: none"> Describe what you have done, or seen others doing. Describe what it feels like to breath quickly during exercise 	<ul style="list-style-type: none"> Recognise what is successful. Use actions and ideas you have seen to improve your own skills. Understand and describe changes to your heart rate when playing a game. 	<ul style="list-style-type: none"> Employ simple tactics in game situations. Recognise and explain good performances. Understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> Employ and explain simple tactics in game situations. Learn to recognise your own success. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> Learn how to evaluate and recognise success. Understand how physical activity can contribute to a healthy lifestyle. Choose different formations to suit the needs of the game 	<ul style="list-style-type: none"> Understand the positions in a team and the roles they play; and choose different formations to suit the needs of the game. Identify and evaluate parts of your game where you're performing well, and parts that can be improved. Recognise exercise and activities that help strength, speed and stamina.
Football Procedural Knowledge	<ul style="list-style-type: none"> Can play in a group, extending and elaborating 	<ul style="list-style-type: none"> Explore different ways to use and move with a ball. Show control of a 	<ul style="list-style-type: none"> Participate in team games – showing good awareness of others. 	Move with a ball keeping it under control.	<ul style="list-style-type: none"> Move the ball keeping it under control whilst changing direction. 	<ul style="list-style-type: none"> Apply basic principles for defending - Defend by marking, covering, 	<ul style="list-style-type: none"> Apply the attacking and defending

	<p>play ideas within the group</p> <ul style="list-style-type: none"> Shows increasing control when throwing and catching a large ball Begin to accept the needs of others and can take turns and share, sometimes with the support of others 	<p>ball with basic actions.</p> <ul style="list-style-type: none"> Send/ pass a ball and successfully catch/stop a ball. Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to your advantage. 	<ul style="list-style-type: none"> Pass a ball with control. Show control when moving, changing speed and direction, both with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a variety of skills keeping the ball under control. 	<ul style="list-style-type: none"> Perform basic skills needed for games with control and accuracy. Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). 	<ul style="list-style-type: none"> Apply basic attacking and defending principles such as finding and using space in game situations. Pass, shoot and receive a ball with increasing accuracy, control and success. Challenge a player in possession of the ball. 	<p>and tracking opponents as appropriate.</p> <ul style="list-style-type: none"> Participate in competitive games, modified where appropriate. Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. Keep possession of the ball when faced with opponents. Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. 	<p>principles in game situations.</p> <ul style="list-style-type: none"> Use different skills to keep possession of a ball as part of a team. Develop control whilst performing skills at speed. Change speed and direction to get away from a defender. Adapt games and activities making sure everyone has a role to play. Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.
Vocabulary	<ul style="list-style-type: none"> Collect Ball control Games Bounce Count Hand High Explore Safety Height 	<p>Ball Control, control, coordination, direction, dribble, movement, partner, rules, space</p>	<p>Aim, attack, control, coordination, turn, teamwork, shooting, passing, speed, space, dribble, defend, space, movement, rules</p>	<p>Speed, dribble, movement, shoot, space, marking, attack, defend, decision, accuracy, tackle, strike, power, receive, position, experiment</p>	<p>Defending, attacking, communication, cooperate, tactics, teamwork, turn, experiment, power, strike, trick, target, opposition, possession, position</p>	<p>Marking, tactics, accuracy, experiment, possession, support, tackle, defence, opposition, patience, power, referee</p>	<p>Marking, tactics, apply, consider, evaluate, midfield, possession, opposition, patience, support, closing down, cover</p>



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Unit: Invasion Games	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Hockey Declarative Knowledge	<ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment • Aware of the boundaries et, and of behavioural expectations in the setting, and can respond to simple instructions 	<ul style="list-style-type: none"> • Recognise space in games and use it to your advantage. • Describe what you have done, or seen others doing. • Understand why being active and playing games is good for you. 	<ul style="list-style-type: none"> • Understand and follow the rules of the game. • Watch and describe a performance accurately. Recognise what is successful. • Understand and describe changes to your heart rate when playing a game. 	<ul style="list-style-type: none"> • Employ simple tactics in game situations. • Learn how to recognise your own success. • Describe how your body feels when exercising. 	<ul style="list-style-type: none"> • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for the upcoming activity. 		
Hockey Procedural Knowledge	<ul style="list-style-type: none"> • Runs skilfully and negotiates pace successfully, adjusting speed or direction, to avoid obstacles • Begins to accept the needs of others and can take turns 	<ul style="list-style-type: none"> • Explore different ways to use and move with a ball. Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. 	<ul style="list-style-type: none"> • Perform a range of skills with control of the ball. • Pass a ball with control and increasing accuracy and consistency. • Develop fundamental movement skills, 	<ul style="list-style-type: none"> • Move with a ball keeping it under control. • Develop control and technique • Pass/send a ball with increasing accuracy and at different speeds. 	<ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a 		

	<p>and share, sometimes with the support of others</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of skilful ways 	<ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed. • Use skills in different ways when playing games 	<p>becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball.</p> <ul style="list-style-type: none"> • Choose and use simple tactics to suit different situations in small sided games. <p>React to situations in ways that make it difficult for opponents.</p>	<p>Shoot/ score with some success.</p> <ul style="list-style-type: none"> • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). 	<p>ball with increasing accuracy, control, and success.</p> <ul style="list-style-type: none"> • Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession. 		
<u>Vocabulary</u>	Look, watch, sight, hear, listen, run, direction, together, counting, breathing	Beanbags, small balls, hockey sticks, soft balls, cones, bibs, goals	Beanbags, small balls, hockey sticks, soft balls, cones, bibs, goals	Balls, hockey sticks, cones, marker spots, bibs, relay batons	Balls, hockey sticks, cones, marker spots, bibs, relay batons		



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Netball Declarative Knowledge	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment Shows some understanding towards the effects of activity on their body Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions			Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. <ul style="list-style-type: none"> Identify what you do best and what you find most difficult and recognise this in others performance. 	Develop the understanding of the importance of speed when playing invasion games. <ul style="list-style-type: none"> Understand the link between heart rate and breathing during different activities. Identify and describe the skills needed to improve your game. 	<ul style="list-style-type: none"> Know the difference between attacking and defending skills. Know how to mark and defend your goal. Begin to understand how muscles work and explain how the body reacts to physical activity. Identify strengths and weaknesses of your own and other performances and explain your reasoning 	<ul style="list-style-type: none"> Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Recognise and evaluate performances providing constructive feedback. Understand how to improve in different physical activities and sport.
Netball Procedural Knowledge	<ul style="list-style-type: none"> Can play in a group, extending and elaborating 			Pass and receive the ball with control. <ul style="list-style-type: none"> Select passes that keep possession. 	<ul style="list-style-type: none"> Get into good positions to pass, receive, and shoot the ball. 	<ul style="list-style-type: none"> Use a variety of skills to keep the ball, thinking about moving towards goal, 	<ul style="list-style-type: none"> Apply basic principles for attacking and defending, choosing

	<p>play ideas within the group</p> <ul style="list-style-type: none"> •Shows increasing control when throwing and catching a large ball •Begin to accept the needs of others and can take turns and share, sometimes with the support of others 			<ul style="list-style-type: none"> • Take up space/positions that make it difficult for opponents. • Move to support teammates once you have passed the ball and explain how to keep possession. 	<ul style="list-style-type: none"> • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. 	<p>different positions and the use of space.</p> <ul style="list-style-type: none"> • Increase accuracy and confidence of passing and shooting skills. 	<p>different formations to suit the need of the game.</p> <ul style="list-style-type: none"> • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.
<u>Vocabulary</u>	Collect, ball control, games, bounce, count, hand, high, explore, safety, height			Explore, control, speed, direction, pass, chest pass, bounce pass, technique, aim, passing, teamwork, shoot, score, accuracy, power, breathing	Netballs, hoops, netball nets	Attack/Defend, heart rate, direction, chest pass, rules, power, bounce Pass, technique, mark/track/cover, feedback, teamwork, shoot	Position, evaluate, direction, heart rate, power, accuracy, muscles, technique, decision making, opponent, teamwork, shoot



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Tag Rugby Declarative Knowledge	<ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment • Shows some understanding towards the effects of activity on their body • Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions 			Improve decision making skills and choose the right skills that meet the needs of the situation. <ul style="list-style-type: none"> • Play simple tag rugby games with an understanding of the basic rules. • To follow the rules of the game. 	<ul style="list-style-type: none"> • To begin to understand the rules of tag rugby. 	<ul style="list-style-type: none"> • Begin to understand the importance of lines in tag rugby – both for attack and defence. • Use simple tactics in games to achieve success as a team. • Understand the defensive duties in tag rugby and the process of tagging. 	<ul style="list-style-type: none"> • To understand the rules of the game and participate in full games. • Understand the importance of keeping in a line in both attacking and defending plays.
Tag Rugby Procedural Knowledge	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating 			<ul style="list-style-type: none"> • Know how to tag another player. • Develop attacking and defending skills within 	<ul style="list-style-type: none"> • Move in different directions learning to move away from your opponent and 	<ul style="list-style-type: none"> • Increase accuracy and control when passing and catching 	<ul style="list-style-type: none"> • Incorporate the rules of the game into small sided

	<p>play ideas within the group</p> <ul style="list-style-type: none"> •Shows increasing control when throwing and catching a large ball •Begin to accept the needs of others and can take turns and share, sometimes with the support of others 			<p>tag rugby. • To be able to pass the ball backwards to a teammate.</p>	<p>keep control of the ball when running.</p> <ul style="list-style-type: none"> • Learn how to pass in rugby, catching successfully and improving skills whilst on the move. • Move forward to attack as part of a team – running in a line. • To work as part of a team when defending, keeping in a line, and spreading out. • Successfully score a try. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility. 	<p>whilst moving at speed.</p> <ul style="list-style-type: none"> • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low. 	<p>games like passing backwards.</p> <ul style="list-style-type: none"> • To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. • Carefully consider the best way to score a try and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules.
<u>Vocabulary</u>	Collect, ball control, games, bounce, count, hand, high, explore, safety, height			Rugby balls, cones, tag belts, marker spots, bibs, hoops	Rugby balls, cones, tag belts, marker spots, bibs, hoops	Ready position, tag, stance, speed, attack / defend, agility, mark, dodge	Communicate, effective, accuracy, mark/track, attack, defend, tactics, dummy



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Basketball Declarative Knowledge	<ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment • Shows some understanding towards the effects of activity on their body Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions	<ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. 	<ul style="list-style-type: none"> • React to situations to make it difficult for opponents – using simple tactics. • Begin to understand the importance of preparing safely and carefully for exercise – warming up/down. • Understand and describe changes to your heart rate when playing a game. 				
Basketball Procedural Knowledge	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating 	<ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. 	<ul style="list-style-type: none"> • Throw and catch the ball with increasing control, and throw the ball in different ways 				

	<p>play ideas within the group</p> <ul style="list-style-type: none"> •Shows increasing control when throwing and catching a large ball •Begin to accept the needs of others and can take turns and share, sometimes with the support of others 	<ul style="list-style-type: none"> • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic underarm throwing action with control and accuracy. 	<p>e.g. fast, slow, high, low (mastering basic throwing technique).</p> <ul style="list-style-type: none"> • Perform a range of actions with the ball keeping it under control. • Show good awareness of others when playing games. 				
<u>Vocabulary</u>	Collect, ball control, games, bounce, count, hand, high, explore, safety, height	Aim, throw & catch, describe, pass, ready	Aim, catch, close, control, explore, pass, ready, teamwork, accuracy, rules, score, space				



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Unit: Net and Wall Games	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Tennis Declarative Knowledge	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment Shows some understanding towards the effects of activity on their body Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions 	<ul style="list-style-type: none"> Describe what they have done or seen others doing. Understand how to play in a safe way and why being active and playing games is good for you. 	<ul style="list-style-type: none"> Understand and follow the rules of the game. Watch and describe a performance accurately. Use actions and ideas you have seen to improve your own skills. Begin to understand the important of preparing safely and carefully for exercise: warming up. 	<ul style="list-style-type: none"> Compete with others – Keeping and following the rules of the game. Identify what you do well and what you find difficult. Understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> Recognise and explain good performances and learn how to recognise and evaluate your own success. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> Identify spaces and understand the tactic of hitting into gaps. Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why. 	<ul style="list-style-type: none"> Explain how your body reacts and feels when taking part in different activities and undertaking different roles. Evaluate your own success and areas of improvement, as well as others. Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.
Tennis Procedural Knowledge	<ul style="list-style-type: none"> Can play in a group, extending and elaborating 	<ul style="list-style-type: none"> Engage in cooperative physical activities. 	<ul style="list-style-type: none"> Engage in cooperative and competitive physical activities (both 	<ul style="list-style-type: none"> Perform basic skills needed for the games with control and accuracy, including 	<ul style="list-style-type: none"> Perform basic skills needed for the games with control and accuracy, 	<ul style="list-style-type: none"> Hit the ball with purpose. Play shots on the forehand and 	<ul style="list-style-type: none"> Hit the ball with purpose, varying speed, height, and direction. Direct the

	<p>play ideas within the group</p> <ul style="list-style-type: none"> •Shows increasing control when throwing and catching a large ball •Begin to accept the needs of others and can take turns and share, sometimes with the support of others 	<ul style="list-style-type: none"> • Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball. • Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball to receive it. • Move fluently, changing direction and speed. 	<p>against self and against others).</p> <ul style="list-style-type: none"> • Use and move with a tennis racket with control. • Perform a range of actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. • Choose and use skills and simple tactics to suit different situations – showing good awareness of others. 	<p>throwing and stopping the ball. Perform a basic forehand action.</p> <ul style="list-style-type: none"> • Throw/ Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents. • Keep a rally going. 	<p>including hitting a ball towards a target. Perform a basic forehand action with control and accuracy.</p> <ul style="list-style-type: none"> • Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots. 	<p>backhand side of your body. Direct the ball towards the opponent's court or target area.</p> <ul style="list-style-type: none"> • Participate in competitive games, modified where appropriate. • Use good footwork that allows the ball to be hit with good technique. • Adopt a good ready position and show good position on court. 	<p>ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence.</p> <ul style="list-style-type: none"> • Apply the principles of attacking. • Participate in competitive games, modified where appropriate. • Adopt a good ready position and show good position on court.
<u>Vocabulary</u>	Collect, ball control, games, bounce, count, hand, high, explore, safety, height	Aim, aiming, balance, ball control, bounce, move, control, equipment, racket, receive, roll, score, send score, swing, underarm	Racket, balance, ball control, opposition, swing, score, positioning, movement, aiming, accuracy, rolling, send, throw, bounce, competition, underarm, ready position , bounce feed, receive, cooperate	Swing, cooperative, cooperative movement, partner, direction, send, catch, court target, power, accuracy, space, free Space, control, bounce, aim	Swing, aim, cooperative play, movement, partner, direction, send, position, court target, power, accuracy, direction, free, space, control, in line, racket	Court, target, backhand, rally, power, service, cooperative, competitive, follow through, respond, decision making, teamwork, doubles, feedback,	Strategy, defence, attack, height, travel, positioning, on, court, react, singles, service, backswing, overhead, selection, respond, evaluate



Physical Education Long Term Plan – Progression of Declarative and Procedural Knowledge



Autumn	Spring	Summer	Taught by
Gymnastics / Football	Dance / Volleyball / Tag Rugby	Cricket / Rounders	Nu Sports
Tennis / Hockey (KS1) Netball (KS2)	Basketball / Hockey / Rugby / Golf	Athletics	Teachers
Outdoor and Adventurous (Y3 and Y5)			Outdoor and Adventurous (Y6) PGL / One Adventure

Declarative Knowledge (knowing what) Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.

Procedural Knowledge (knowing how) Knowing how to apply declarative facts. Best practiced through demonstration or participation.

Unit: Net and Wall Games	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Volleyball Declarative Knowledge	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment Shows some understanding towards the effects of activity on their body Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions	<ul style="list-style-type: none"> Understand how to play in a safe way and why being active and playing games is good for you. Describe what they have done or seen others doing. Change the way they use skills in response to their opponent's actions. Understand, follow, and apply skills and tactics in simple games. 	<ul style="list-style-type: none"> Begin to understand the important of preparing safely and carefully for exercise: warming up. Develop simple tactics for attacking. Gain an understanding that hitting the ball into space helps them score points. Understand and describe changes to their heart rate when playing a game. Watch and describe a performance accurately. Recognise what is successful. Use actions and ideas they have seen to improve their own skills. 	<ul style="list-style-type: none"> Employ simple tactics in game situations and explain why they have used the tactics. Learn how to evaluate and recognise their own success. Identify what they need to practice to improve their performance. Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> Devise suitable warm-up activities for the upcoming activities. Learn how to evaluate and recognise their own success. Identify what they need to practice to improve their performance. Describe how their bodies feel when exercising. Explain the tactics they have used in games. 	<ul style="list-style-type: none"> Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Understand how the muscles work e.g. work by getting shorter, relax by getting longer. Develop an understanding of how to improve in different physical activities and sports. Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success. 	<ul style="list-style-type: none"> Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success. Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle.

<p>Volleyball Procedural Knowledge</p>	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas within the group • Shows increasing control when throwing and catching a large ball • Begin to accept the needs of others and can take turns and share, sometimes with the support of others 	<ul style="list-style-type: none"> • Show control of a ball with basic actions and explore different ways to use and move with a ball. • Send a ball in different ways e.g. throwing, pushing, rolling. • Successfully received (catch/stop) a ball and understand the concept of moving to get in line with a ball to receive it. 	<ul style="list-style-type: none"> • Perform a range of catching and gathering skills with control. • Master basic throwing technique. Throw / Hit a ball in different ways e.g. high, low, fast, slow. • Understand a follow the rules of the game, showing good awareness of others when playing games. 	<ul style="list-style-type: none"> • Perform the basic skills needed for the games with control and accuracy. • Throw/send the ball using a variety of techniques. Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Take up space / positions that make it difficult for the opponents. Intercept and stop the ball consistently. 	<ul style="list-style-type: none"> • Apply basic principles suitable for attacking and defending. • Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Adopt a good 'ready position' to move and catch a ball. Intercept and stop the ball consistently 	<ul style="list-style-type: none"> • Adopt a good ready position on court and show good awareness of others in game situations. • Direct the ball towards the opponent's court or target area. • Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps. 	<ul style="list-style-type: none"> • Participate in competitive games, modified, and adapted where appropriate. • Apply basic principles suitable for defending. Show good position on court. • Apply basic principles suitable for attacking. Identify spaces and understand the tactic of hitting into gaps. • Use good footwork that allows the ball to be hit with good technique.
<p>Vocabulary</p>	<p>Collect, ball control, games, bounce, count, hand, high, explore, safety, height</p>	<p>Accuracy, aim, beanbag, bounce, catch, close, control, count, gather, roll, score, send, space, throw, watch, point, ready, rules, direction, breathing</p>	<p>Throw, control, aim, ready, watch, accuracy, skills, send & Receive, describe, ready Position, Inline, track, explore, space, score, rules, success, describe</p>	<p>Dig, steady Position, watch, support, throw, control, watch, target, accuracy, power, speed, direction, set, wide, tactics, successful</p>	<p>Ball Flight, aiming, ready Position, bump, success, direction, watch, position, dig, power, speed, teamwork, space, wide, tactics, technique</p>	<p>Ball Flight, ready Position, spike, court, heart rate, evaluate, successful, flexibility, power, serve, recover, direction, position, wide, defend</p>	<p>Decision Making, opposition, support, control, evaluate, tactics, spike, track, power, exploit, explore, direction, space, wide, set position</p>



Physical Education Long Term Plan – Progression of Declarative and Procedural Knowledge



Autumn	Spring	Summer	Taught by
Gymnastics / Football	Dance / Volleyball / Tag Rugby	Cricket / Rounders	Nu Sports
Tennis / Hockey (KS1) Netball (KS2)	Basketball / Hockey / Rugby / Golf	Athletics	Teachers
Outdoor and Adventurous (Y3 and Y5)		Outdoor and Adventurous (Y6)	PGL / One Adventure

Declarative Knowledge (knowing what) Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.

Procedural Knowledge (knowing how) Knowing how to apply declarative facts. Best practiced through demonstration or participation.

Unit: Target Games	EYFS (Fun and Games)	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Golf Declarative Knowledge	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risk when using equipment Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions 	<ul style="list-style-type: none"> Understand the importance of rules and follow instructions to complete a task. 	<ul style="list-style-type: none"> Describe basic skills needed for golf games. 	<ul style="list-style-type: none"> Explore and understand how correct putting techniques can create a successful shot. 	<ul style="list-style-type: none"> Understand the importance of accuracy when chipping. 	<ul style="list-style-type: none"> Understand the technique to be able to chip at different heights. 	<ul style="list-style-type: none"> Become familiar with golf phrases and the concept of golf. Compare and evaluate other performances.
Golf Procedural Knowledge	<ul style="list-style-type: none"> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles 	<ul style="list-style-type: none"> Explore different ways of moving, with and without a ball, developing movement and coordination. 	<ul style="list-style-type: none"> Explore different ways of moving, changing speed and direction fluently. Explore different ways of moving a golf ball, 	<ul style="list-style-type: none"> Begin to develop the chipping technique, consistently lifting the ball from the floor. <i>(golf)</i> 	<ul style="list-style-type: none"> Explore the skills required to play golf successfully. Continue to develop and apply the chipping 	<ul style="list-style-type: none"> Apply both the putting and chipping techniques to competitive games. <i>(golf)</i> 	<ul style="list-style-type: none"> Develop an accurate putting technique, chipping for height technique, and

	<ul style="list-style-type: none"> • Begins to accept the needs of others and can share, sometimes with the support of others • Moves freely and with pleasure and confidence in a range of skilful ways 	<ul style="list-style-type: none"> • Show increasing control when pushing, patting, throwing, and catching a ball. • Send objects towards a target with increasing accuracy. • Begin to apply the basic putting technique into games. <i>(golf)</i> • Compete against others in modified golf games. <i>(golf)</i> 	<p>and/other size ball. <i>(golf)</i></p> <ul style="list-style-type: none"> • Push/ roll/ putt a ball towards a target with control. • Use skills learnt to participate and compete in rolling and putting games. <i>(golf)</i> • Develop technique when using the golf putter, becoming increasingly accurate. 	<ul style="list-style-type: none"> • Apply putting skills into game situations. <i>(golf)</i> • Show control and control to make accurate shots. • Demonstrate good teamwork skills. 	<p>technique to competitive games. <i>(golf)</i></p> <ul style="list-style-type: none"> • Develop and demonstrate the ability to 'putt' accurately and effectively. • Demonstrate good teamwork and communication skills. 	<ul style="list-style-type: none"> • Show control and control to make accurate shots. • Begin to develop the driving technique. • Increase accuracy and distance when practicing the driving technique and participate in driving games. 	<p>driving for distance technique.</p> <ul style="list-style-type: none"> • Determine how much speed and power is required when working to a target. • Compete with other in modified golf games.
<u>Vocabulary</u>	Look, watch, sight, hear, listen, run, direction, head up , together, counting, breathing	Balance, close, closer, control, direction, experiment, improve, movement, space, steadily, stretching, skills, technique, tick Tock	Closer, pace, successfully, putt, forfeit, head up movement, experiment, chip, control, tick tock, improve, technique	Accuracy, chipping, rough, control, bunker, fairway, dominant, non-dominant, success, collision, competitive, consistent, course, encourage, increase, decrease, putting, receive, target	Chipping putting target speed accuracy co-ordination technique	Chipping, putting, target, speed, accuracy, coordination, technique	Drive, swing, green, par, ability, perform, imitate, evaluate, lean, power, bunker, handicap



Physical Education Long Term Plan – Progression of Declarative and Procedural Knowledge



Autumn	Spring	Summer	Taught by
Gymnastics / Football	Dance / Volleyball / Tag Rugby	Cricket / Rounders	Nu Sports
Tennis / Hockey (KS1) Netball (KS2)	Basketball / Hockey / Rugby / Golf	Athletics	Teachers
Outdoor and Adventurous (Y3 and Y5)			Outdoor and Adventurous (Y6) PGL / One Adventure

Declarative Knowledge (knowing what) Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.

Procedural Knowledge (knowing how) Knowing how to apply declarative facts. Best practiced through demonstration or participation.

Unit: Striking and Fielding	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Cricket</p> <p>Declarative Knowledge</p>	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment Shows some understanding towards the effects of activity on their body <p>Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions</p>	<ul style="list-style-type: none"> Apply skills and tactics in simple games, including recognizing space and using it to your advantage. Understand why being active and playing games is good for you. 	<ul style="list-style-type: none"> React to situations in ways that make it difficult for opponents. Understand simple tactics like hitting the ball into space to help score more points. Begin to understand the importance of preparing safely for exercise – warming up. Recognise what is successful. 	<ul style="list-style-type: none"> Identify what you need to practice to improve your performance. Understand the link between heart rate and breathing when exercising. Devise suitable warm up activities for upcoming activities. 	<ul style="list-style-type: none"> Explain the tactics you have used in games. Communicate, collaborate, and compete with others, following the rules of the game. Choose fielding skills which make it difficult for your opponent. Recognise what you do well and what you find difficult and explain good performances. 	<ul style="list-style-type: none"> Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). Watch and evaluate the success of games and good performance. Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. 	<ul style="list-style-type: none"> Learn how to evaluate and recognise your own success and areas for improvement. Develop an understanding of how to improve in different physical activities and sports.

<p>Cricket Procedural Knowledge</p>	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas within the group • Shows increasing control when throwing and catching a large ball • Begin to accept the needs of others and can take turns and share, sometimes with the support of others 	<ul style="list-style-type: none"> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. 	<ul style="list-style-type: none"> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow. 	<ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Work well as part of a team, particularly when fielding to make it harder for the batter. 	<ul style="list-style-type: none"> • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition. 	<p>Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.</p> <ul style="list-style-type: none"> • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, adapting games and activities making sure everyone has a role to play. • Show good awareness of others in game situations. • Adapt games and activities making sure everyone has a role to play. 	<ul style="list-style-type: none"> • Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together.
<p>Vocabulary</p>	<p>Collect, ball control, games, bounce, count, hand, high, explore, safety, height</p>	<p>Aim, backwards, ball, ball Control, bat, beanbag, bounce, catch, control, direction, batting, feeder, forwards, free, space, grip, left & right, stop, movement, rolling, run, safety, score, space</p>	<p>Batting, fielding, striking, grip, long barrier, teamwork, catching, wickets, bat, ball, aim, feeder, fielder, underarm, striking</p>	<p>Batting, control, feeder, fielder, grip, score, wickets, Communication, long Barrier, striking, teamwork, underarm, wicket Keeper, bowler, position, technique</p>	<p>Fielding, fielder, Wickets, communication, striking teamwork, underarm, wicket keeper, skill, technique, points, swing, tournament, compare, evaluate, discuss, free space</p>	<p>Wickets, wicket Keeper, positions, outfield, skill, crease, technique, awareness, forward, defence, tactics, fast Bowl</p>	<p>Wicket Keeper, crease, outfield, fast bowl, technique, quality, run up, tournament, awareness, bowling, tactics, straight drive, block, bowled out</p>



Physical Education Long Term Plan – Progression of Declarative and Procedural Knowledge



Autumn	Spring	Summer	Taught by
Gymnastics / Football	Dance / Volleyball / Tag Rugby	Cricket / Rounders	Nu Sports
Tennis / Hockey (KS1) Netball (KS2)	Basketball / Hockey / Rugby / Golf	Athletics	Teachers
Outdoor and Adventurous (Y3 and Y5)			Outdoor and Adventurous (Y6) PGL / One Adventure

Declarative Knowledge (knowing what) Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.

Procedural Knowledge (knowing how) Knowing how to apply declarative facts. Best practiced through demonstration or participation.

Unit: Striking and Fielding	EFYS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Rounders Declarative Knowledge	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment Shows some understanding towards the effects of activity on their body Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions	<ul style="list-style-type: none"> Describe what you have done, or seen others doing. Describe what it is like to breath quickly during exercise. Understand why being active and playing games is good for you.	<ul style="list-style-type: none"> React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. Begin to understand the importance of preparing safely for exercise – warming up. Recognise what is successful. 	<ul style="list-style-type: none"> Identify what you need to practice improving your performance. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Employ simple tactics in games. Devise suitable warm up activities for upcoming activities 	<ul style="list-style-type: none"> Recognise what you do well and what you find difficult and explain good performances. Explain the tactics you have used in games. 	<ul style="list-style-type: none"> Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). Watch and evaluate the success of games and good performance and explain why a performance is good. Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. 	Develop an understanding of how to improve in different physical activities and sports. <ul style="list-style-type: none"> Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.
Rounders Procedural Knowledge	<ul style="list-style-type: none"> Can play in a group, extending and elaborating 	<ul style="list-style-type: none"> Understand and follow simple rules for games and compete in physical 	<ul style="list-style-type: none"> Show good awareness of others when playing games. 	<ul style="list-style-type: none"> Apply and develop a broader range of skills, whilst ensuring basic skills are performed 	<ul style="list-style-type: none"> Show control, coordination and consistency when 	<ul style="list-style-type: none"> Develop control and technique whilst performing skills at speed. 	<ul style="list-style-type: none"> Perform skills with accuracy, confidence, and control.

	<p>play ideas within the group</p> <ul style="list-style-type: none"> • Shows increasing control when throwing and catching a large ball • Begin to accept the needs of others and can take turns and share, sometimes with the support of others 	<p>activities both against self and against others.</p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. 	<ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow 	<p>with control and accuracy.</p> <ul style="list-style-type: none"> • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. • Intercept and stop the ball consistently. • Work well as part of a team, e.g. when fielding to make it harder for the batter 	<p>throwing and catching a ball.</p> <ul style="list-style-type: none"> • Hit a ball with increasing control, accurately towards a target. • Take up spaces/positions that make it difficult for the opposition. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent 	<ul style="list-style-type: none"> • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Show good awareness of others in game situations. • Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play. • Begin to bowl at different speeds 	<ul style="list-style-type: none"> • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding. • Use skills and tactics to outwit opponents when fielding and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. Use tactics that involve bowlers and fielders working together.
<u>Vocabulary</u>	Collect, ball control, games, bounce, count, hand, high, explore, safety, height	Aim, catch, coordination, direction, experiment, movement, roll, rolling, rules, safety, score, send, space, target, throw, underarm	Balance, skill, control, direction, competition, fielding, catch, throw, fielder, space, backstop, technique, batting, shot selection, cooperate, score, aiming, bowler, run, teamwork	Throwing, fielding, catching, power, get in line, communication, accuracy, technique, batting, score, aiming, space, targets, long barrier	Throwing, fielding, catching, power, get in line, communication, accuracy, technique, batting, score, aiming, space, targets, long barrier	Stumped, tournament, tactics, stance, infield, outfield, run, evaluate, feedback, technique, gap, tactics	Umpire, tournament, tactics, stance, infield, outfield, run, evaluate, feedback, technique, gap



Physical Education Long Term Plan – Progression of Declarative and Procedural Knowledge



Autumn	Spring	Summer	Taught by
Gymnastics / Football	Dance / Volleyball / Tag Rugby	Cricket / Rounders	Nu Sports
Tennis / Hockey (KS1) Netball (KS2)	Basketball / Hockey / Rugby / Golf	Athletics	Teachers
Outdoor and Adventurous (Y3 and Y5)			Outdoor and Adventurous (Y6) PGL / One Adventure

Declarative Knowledge (knowing what) Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.

Procedural Knowledge (knowing how) Knowing how to apply declarative facts. Best practiced through demonstration or participation.

Unit: Athletics	EYFS (Fitness)	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Athletics Declarative Knowledge	<ul style="list-style-type: none"> Understand the benefits of regular exercise 	<ul style="list-style-type: none"> Recognise successful and unsuccessful techniques. Show understanding of the correct running technique. 	<ul style="list-style-type: none"> Understand the variety of correct running techniques. Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. Begin to evaluate and improve own performance. 	<ul style="list-style-type: none"> Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. Understand the pace judgement when running over an increased distance. Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. Learn how to evaluate and recognise their own success. Devise suitable warm-up activities for the upcoming activities. Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> Choose the appropriate speed to run at for the distance to be covered. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. Explain how their body reacts and feels when taking part 	<ul style="list-style-type: none"> Understand appropriate pace judgement for the running distance to be covered. Understand the appropriate throwing and jumping technique to achieve maximum distance and height. Share and discuss athletic techniques with others. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Be able to describe the

							importance of being physically fit. <ul style="list-style-type: none"> • Explain how their body reacts and feels when taking part in different activities and undertaking different roles.
Athletics Procedural Knowledge	<ul style="list-style-type: none"> • Improve speed, agility, balance, coordination, strength and physical fitness. • Develop the jumping technique safely • Work well as a team to improve performance • Solve challenges whilst on the move • Demonstrate the correct jumping and landing technique • Work individually and cooperatively to perform a range of balances <p>Apply skills learnt to a range of activities</p>	<ul style="list-style-type: none"> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout. 	<ul style="list-style-type: none"> • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique. 	<ul style="list-style-type: none"> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others. 	<ul style="list-style-type: none"> • Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Perform a throwing technique with control, coordination, and consistency. • Perform competitively with others. 	<ul style="list-style-type: none"> • Run, jump, catch, and throw in isolation and combination. • Combine and perform skills with control. • Communicate, collaborate, and compete with others. • Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. 	<ul style="list-style-type: none"> • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump,
Vocabulary	Jumping, weaving, speed, balance,	Coordination Movement	Challenge, running, landing, aim,	Develop, experiment, distance, combination,	athlete	pace timing coordination	Evaluate, feedback, power, cooperate,

	healthy, exercise, landing, coordination, teamwork, strength, safe space, instructions	Aim Throw Landing Teamwork Measure Target Balance Improve Jump	coordination, movement, balance, teamwork, relay, improve, target, speed	balance, co-ordination, movement, distance, pull, target, technique, accelerate	timing coordination technique movement measurements	technique movement measurements	fling, Olympics, Run Up, compare
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Physical Education Long Term Plan – Progression of Declarative and Procedural Knowledge



Autumn	Spring	Summer	Taught by
Gymnastics / Football	Dance / Volleyball / Tag Rugby	Cricket / Rounders	Nu Sports
Tennis / Hockey (KS1) Netball (KS2)	Basketball / Hockey / Rugby / Golf	Athletics	Teachers
Outdoor and Adventurous (Y3 and Y5)		Outdoor and Adventurous (Y6)	PGL / One Adventure

Declarative Knowledge (knowing what) Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.

Procedural Knowledge (knowing how) Knowing how to apply declarative facts. Best practiced through demonstration or participation.

Unit: Dance	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Dance Declarative Knowledge	<ul style="list-style-type: none"> Understand the concept of playing characters and taking on different roles and perform in character to music 	<ul style="list-style-type: none"> Describe what it feels like to breathe quickly during exercise. Describe what they have done or seen others doing. Understand why being active and playing games is good for you. 	<ul style="list-style-type: none"> Describe phrases and expressive qualities. Begin to understand the importance of warming up. Watch and describe a performance accurately and recognise what is successful. 	<ul style="list-style-type: none"> Describe and evaluate the effectiveness and quality of a dance. Collaborate with others. 	<ul style="list-style-type: none"> Be able to describe your own dance, taking characters into account as well as identifying what they need to practice to improve their dance. Understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. Work effectively as part of a team. Explain how their bodies react and feel when taking part in different activities and undertaking different roles. 	<ul style="list-style-type: none"> Share ideas in small groups, working together to create a routine incorporating different elements. Use imagination to develop dances to music and develop expressive qualities.
Dance Procedural Knowledge	<ul style="list-style-type: none"> Explore different movements, keeping good balance and coordination Show different emotions, expressions and 	<ul style="list-style-type: none"> Respond imaginatively to a range of stimuli. Move confidently and safely in your own and general space, using 	<ul style="list-style-type: none"> Perform a range of actions and simple movement patterns with control and coordination. Compose short dances that express and communicate mood, 	<ul style="list-style-type: none"> Explore and create narratives in response to a stimulus. Show control, accuracy and fluency of movement when performing actions with a partner. 	<ul style="list-style-type: none"> Explore and create characters and narratives in response to a range of stimuli. Perform dances using a range of movement patterns 	<ul style="list-style-type: none"> Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. 	<ul style="list-style-type: none"> Move in a way that reflects the music. Perform dances in both canon and unison, with clarity and confidence.

	<p>impressions, depending on the stimuli</p> <ul style="list-style-type: none"> • Listen to the music and move in time with it • Work well with a partner copying and mirroring movements • Work well with others 	<p>changes of speed, level and direction.</p> <ul style="list-style-type: none"> • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. 	<p>ideas, and feelings, varying simple compositional ideas.</p> <ul style="list-style-type: none"> • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others. 	<ul style="list-style-type: none"> • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner. 	<p>– accurately, fluently, consistently and with control.</p> <ul style="list-style-type: none"> • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team. 	<ul style="list-style-type: none"> • Use basic compositional principles when creating dances – combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. 	<ul style="list-style-type: none"> • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence.
<u>Vocabulary</u>	Teamwork, movement, music, count, together, counting, create, ideas, dance, impression, mirror character	Actions, beat, character, copy, count, create, dance, direction, imagination, move, performance, position	Actions, beat, smart, character, levels, performance, movement, beat, count, practise, expression, improve, create, imagination, unison	Audience, canon, choreography, level, fluency, performance, phrase, position, control, tutting, emotions, expressions, rhythm, unison, count	Performance, phrase, control, emotions, timing, expressions, rehearse, rhythm, unison, canon, choreography, fluency, health & fitness, pose, routine	Emotions, expressions, rehearse, unison, canon, choreography, fluency, tutting, routine, together, question and answer	Imaginative, emotive, expressive, rehearse, choreography, pace, question & Answer, confidence, experiment, formation, intensity



Physical Education Long Term Plan – Progression of Declarative and Procedural Knowledge



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Declarative Knowledge (knowing what) Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.

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Unit:	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Outdoor and Adventurous Teambuilding / Orienteering Declarative Knowledge				<ul style="list-style-type: none"> Recognise that activities need thinking through and planning. Have knowledge of safety rules and procedures for taking part in an outdoor and adventurous event. 		<ul style="list-style-type: none"> Recognise that activities need thinking through and planning. Have knowledge of safety rules and procedures for taking part in and adventurous / orienteering event. 	<ul style="list-style-type: none"> Understand relevant techniques to navigate to and from control points. Understand elements and scaling confidently. Identify what they have done well and adapt plans for future challenges. Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.
Teambuilding / Orienteering Procedural Knowledge				<ul style="list-style-type: none"> Demonstrate all the physical skills needed for an outdoor and adventurous event: agility, balance, and co-ordination. 		<ul style="list-style-type: none"> Recognise where you are on a map. Demonstrate all the physical skills needed for orienteering: agility, 	<ul style="list-style-type: none"> To orientate themselves and map correctly keeping track of their position with increasing accuracy. Work within a

				<ul style="list-style-type: none"> • Move confidently in different ways, developing agility, balance, and coordination. • Participate in competitive orienteering events, following instructions of the game 		<ul style="list-style-type: none"> balance, and co-ordination. • Move confidently in different ways, developing agility, balance, and coordination. • Participate in competitive orienteering events, following instructions of the game • Develop a basic understanding of map reading/making and apply these skills and techniques in games. 	<ul style="list-style-type: none"> team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members. • Build confidence during team activities. • Takes part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering
<u>Vocabulary</u>				Teamwork, map skill, Indoor mapping, picture orienteering, control plotting,		Teamwork, map skill, Indoor mapping, picture orienteering, control plotting,	Teamwork, map skill, Indoor mapping, picture orienteering, control plotting,

				communication, problem solving		communication, problem solving	communication, problem solving
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