

BEDS PE Long Term Plan-Indoor including swimming

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Beech	Unit	Gymnastics:Gym in the Jungle	Dance:Dinosaurs	Gymnastics:Jumping Jacks	Dance:Dance Till you Drop	Best of Balls	Stamina
	Knowledge	<p>During this set of six lessons, children will learn to move and balance like different jungle animals. They will be experimenting with moving around, under, through and over small and large equipment. Finally, they will be creating their own gymnastic sequence.</p>	<p>The children will create their own set of dinosaur movements. They will turn these movements into short motifs which will be linked together to perform a class dance, accompanied by music.</p>	<p>During this set of six lessons, children will learn all about jumping, rolling and balancing. They will learn to perform different types of jumps and balances on the floor and on different gymnastics equipment. They will also learn different types of rolls, which they will practise and perform in the gymnastic sequences they create.</p>	<p>The unit is introduced with the children thinking of rhymes and simple songs they know. Children think if any of these songs have dance actions to them, such as 'The Wheels on the Bus'. The children will then perform some familiar rhymes and songs with actions, before starting to think about different dance styles.</p>	<p>Start by showing the children the pictures from the Ball Games Display Photos or by showing them videos of games which use a ball, such as football, cricket, rugby, netball, hockey. Talk to the children about all the different kinds of balls and what they are used for, such as throwing, catching, kicking, hitting, bouncing.</p>	<p>Cementing endurance. Revisiting skills which are required for Sports Day.</p>
	Core Skills	Coordination and balance	Coordination and balance	Agility, balance, coordination	Coordination and agility	To develop the ability to control a ball in a range of ways.	Endurance
	Vocab	<p>Tiptoes, waddling, walking, running, large steps, skipping, sideways, backwards, crawling, bouncing, sliding, hopping, rolling, shuffling, slithering, jumping, prowling.</p>	<p>Dinosaur, stomp, stamp, march, stride, clump,plod,trudge, clomp, bang, thump wallop, biff, bash, swish, ruffle, swing, crash, big, tall, scary, fierce, terrifying, dance, movement, motif, freeze, pose, music</p>	<p>Balance, jump, hop, step, leap, bounce, roll, egg roll, pencil roll, dish roll, circle/teddy bear roll, one-point balance, two-</p>	<p>Dance, speed, fast, slow, sluggish, quick, rapid, mood, happy, sad, miserable, cross, cheerful, jolly, movement, actions, create, ideas, thoughts, music, sing, songs, rhymes, style, ballet, ballroom, Latin, bhangra, rock 'n' roll, Scottish country dance,</p>	<p>Ball, round, big, small, spiky, smooth, travel, move, bounce, kick, target, control throw, equipment, racket, bat, game, win, points, same, different, stick, racket, team, high, drop, catch, harder,</p>	<p>Egg and spoon, skipping, stamina, obstacle</p>

		Over, under, through, on top, around, climb, balance, travel, move, sequence, order. Jungle, animals, frogs, monkey, lion, snake.	evaluate, improve, order, sequence, performance, audience	point balance, threepoint balance, sequence, join, strength, control, performance, equipment.	breakdancing, modern, hula, shy, excited, confident, angry, silly, tired, dancers, perform, performers, performance, practise, audience, watch, discuss, coach, choreographer.	softer, further, direction, forwards, backwards, sideways.	
	NC links	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. (PD: Reception) • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception) • Combine different movements with ease and fluency.	Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) • Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception) • Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception)	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. (PD: Reception) • Combine different movements with ease and fluency. (PD: Reception) • Develop overall body strength, coordination, balance and agility.	Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception) • Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) • Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception) • Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception)	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	
Oak	Unit	Gymnastics:Animals	Dance:Starry Skies	Gymnastics:Traditional Tales	Dance:The Seasons	Circuit training	Yoga:Salute to the Sun
	Knowledge	The Gymnastics – Animals Unit for Year 1 teaches children to lift, carry and use gymnastic apparatus safely. Children learn to travel safely in different ways, at different speeds and levels. They bounce, hop, hopscotch, gallop, skip, tiptoe and run in	The Dance – Starry Skies Unit for Year 1 teaches children to dance on their own, with partners and in groups. They experiment with dancing with objects and pretending to dance with them. They make shapes with objects, their bodies and others,	This unit of gymnastics provides opportunities for children to learn and practise a variety of skills, including travelling	This unit based on the seasons will provide your children with varied dance experiences. During the unit, they will work individually, in pairs and in groups and will develop their understanding of dance terminology such as mirroring, improvisation, canon and	This unit is designed to build the overall fitness of your children through a circuit of eight activities, each of which is based on a different skill. Fun	The Salute to the Sun unit for Year 1 teaches children a yoga sequence which comprises of a full range of movements and incorporates forward bends,

	<p>different directions. They learn to jump safely on the ground and onto and from equipment. They jump and roll into different shapes, and put contrasting movements together to make sequences that they remember, repeat and perform. They think about why they exercise and consider each other's performances, evaluating and improving their work.</p>	<p>hold them and move in them. The unit draws upon exciting stimuli that link well to cross-curricular themes, including fireworks, astronauts, aliens, the stars and literacy with the 'Aliens Love Underpants' story. The lessons suggest a broad selection of music and instruments to use as accompaniments to movement. The children copy and develop dance patterns of their own to the music. They explore light and heavy movements, moving along different pathways, retell stories and consider ways to demonstrate emotions. In each lesson they have the opportunity to observe each other dancing, describe and appreciate their movements</p>	<p>movements, rolls, jumps and balances. Each lesson is based on a different traditional tale and uses the characters and story ideas to provide opportunities for children to develop control, agility and coordination. During the unit, children apply their learning in a variety of ways, including regular sequence building, both individually and with a partner. Self and peer assessment is used regularly to allow children to monitor their progress and build on their previous learning.</p>	<p>unison. Throughout the unit, there are many opportunities for children to evaluate their own work and provide feedback to others.</p>	<p>practices are used each week before the children are introduced to two of the circuit activities. During the final two lessons, children will complete the whole circuit and use a scorecard to enable them to see the progress that they have made. Opportunities are provided for the children to watch others and to evaluate their own performance. This unit has a strong Health and Fitness focus and the children will learn about the effects of exercise on their body.</p>	<p>backbends, inversions, twists and balances. Each week, children will develop the sequence and refine their movements. The context of planting a sunflower is used to help encourage children to move creatively. As the unit progresses, children will expand their range of yoga poses and how they transition between them. Children will then, with support, work with a partner to create their own sequence and lead yoga poses.</p>
Core Skills	<p>lift and carry apparatus in a group;</p> <ul style="list-style-type: none"> • follow instructions involving two or more commands; • remember where apparatus goes; 	<p>make a shape hold it and move about in that shape;</p> <ul style="list-style-type: none"> • make a high and low level shape; • dance in their personal space and in the wider space; • 	<p>adapt star, straight and tuck shapes to create balances showing some control;</p> <ul style="list-style-type: none"> • choose and perform two 	<p>show control as they travel, jump and spin;</p> <ul style="list-style-type: none"> • identify which part of a performance may need to be improved; • keep to the beat of the music when performing; • improvise independently and 	<p>Go round an obstacle showing some control;</p> <ul style="list-style-type: none"> • perform a leap, successfully taking off from one foot and landing on the other; • hop and 	<p>stretch their body up smoothly;</p> <ul style="list-style-type: none"> • move between poses while keeping balanced;

		<ul style="list-style-type: none"> • say how their body feels before, after and during exercise; • jump from two feet to two feet; • jump down from equipment; • say what they like about their partner's movements; • change speed from fast to slow. • move high and low; • jump into a wide, thin or curled shape; • roll in a curled or long, thin shape; • perform a movement sequence; • link actions with a movement to form a sequence. 	<p>dance with an object to communicate an idea;</p> <ul style="list-style-type: none"> • pretend to dance with an object to communicate an idea; • move to the rhythm of the music; • move an object to the rhythm of the music; • mirror movements; • choose movements to add together to make a dance; • talk about how music and dancing makes them feel; • say what they like about their own and other's movements; • work on their own and with a partner or a group; • perform a canon; • move in unison; • change between fast and slow movements; • change between high and low movements 	<p>contrasting balances showing some control;</p> <ul style="list-style-type: none"> • travel and balance in different ways, showing changes in speed and direction; • create a sequence using a range of controlled balances and different ways of travelling; • maintain a clear body shape when performing a log and egg roll; • perform a controlled straight jump on the floor, landing safely; • identify examples of quality balances and controlled rolls in a sequence that they have watched and identify some skills needed for effective teamwork; • create an interesting sequence using a 	<p>adapt previous ideas to include in a dance;</p> <ul style="list-style-type: none"> • work effectively within a group to perform in canon; • combine actions to create a short motif; • mirror the movements of a partner; • copy and repeat actions in time with the music 	<p>jump with control to complete a circuit activity independently;</p> <ul style="list-style-type: none"> • talk about how they feel after exercise and why it is important to warm up before they begin; • keep a beanbag balanced on a part of their body while weaving between cones; • remain balanced while travelling along a straight or curvy line; roll a ball along a path and begin to show some control over its speed; • travel forwards while bouncing and catching a ball with growing control 	<ul style="list-style-type: none"> • arch their back up, and dip their back down, smoothly; • repeat the yoga sequence with minimal support; • use a full range of movements; • adapt yoga poses to their own needs; • transition smoothly between yoga poses
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				range of skills that they have practised; • talk about their learning by identifying which skills they need to practise further.			
	Vocab	Apparatus, equipment, mat, bench, curl, relax, travel, stretch, sequence, direction, speed, control, balance, climb, still, land, action, tense, body, idea	Fireworks, fireworks display, explode, streamer, unison, mirror, match, diagonal, Catherine wheel, sparkler, rocket, comet, firecracker, fountain.	Star, straight, tuck, balance, narrow, wide, jumping Jack, tension, travel, egg roll, wheelbarrow	Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, skate.	Circuit, training, obstacle, control, speed, leap.	Reach, steady, lift, release.
	NC links	Developing balance, agility and co-ordination.	Perform dances using simple movement patterns	Developing balance, agility and co-ordination.	Perform dances using simple movement patterns	Master basic movements including running, jumping, throwing and catching.	Developing balance, agility and co-ordination.
Elm	Unit	Gymnastics:Landscapes and cities	Dance:Gunpowder Plot	Gymnastics:Under the Sea	Dance:Plants	Circuit training	Dance:Toys
	Knowledge	The Gymnastics – Landscapes and Cityscapes Unit for Year 2 teaches children to roll in different ways including introducing the skill of a crouched forward roll. They jump from a springboard and begin to do a handstand. Children develop body tension, control and balance. Moving with greater agility and coordination. Children learn to link actions to copy and create movement sequences,	Helps children to understand how dance can be used to communicate ideas, through movement, gesture and expression.	A range of skills including rolls, jumps and balances. Inspired by items and creatures found under the sea. Children will develop their control, agility and coordination.	Focus linked to the topic of plants. Explore movements based on working in the garden, different types of seeds and how plants grow. Teaching the importance of determination, teamwork and respect, as well as opportunities for peer and self assessment.	A circuit of 8 activities based on different skills. Watch others and evaluate performance. Understand effects of exercise on their body and the role of the human heart.	Encourages children to think about the speed, weight and size of their movement in the context of toys from the past and present. They work in different formations , synchronizing their movements and their partner's and within larger groups.

		<p>which they perform to each other, evaluate and improve. They consolidate their skills and compete against each other, thinking about the way their movements look. The unit is linked to the Landscapes and Cityscapes topic and encourages children to think how they might make shapes with their bodies that express different landscapes and buildings. They think about how to stay healthy and how their bodies feel before, during and after exercise</p>					
	<p>Core Skills</p>	<p>Complete an egg, log, teddy bear roll and forward roll from a crouched position;</p> <ul style="list-style-type: none"> • move from one roll into another roll and finish by standing; • balance in a shape and with a partner; • hurdle step on to a springboard; • balance and take the weight on their hands and feet and move at different levels; • move with agility, balance and coordination; • evaluate their own and other's work to improve; • compete with their classmates; • describe and understand things we 	<p>Movement and gestures to communicate ideas and feelings.</p> <p>Use</p> <p>Acting and reacting with a partner and group.</p> <p>Put several motifs together to make a dance.</p> <p>Say how you would improve a movement or dance.</p> <p>Move to music or a rhythm</p> <p>Change the tempo and rhythm of your movement with the music.</p>	<p>Create own shapes on a range of body parts and hold still</p> <p>Jump off apparatus independently and land safely</p> <p>Demonstrate 3 types of roll correctly including a curled roll.</p> <p>To develop balance, agility and co-ordination by performing balances with a partner.</p> <p>To create matching balances with a partner.</p>	<p>To develop balance and co-ordination.</p> <p>To perform dances using simple movements patterns as part of a group.</p> <p>To create movements to represent different types of seeds.</p> <p>Perform a range of movements in canon and unison.</p> <p>Perform a range of body shapes and movement in time to music.</p> <p>Talk about what has been done well and what can be improved.</p>	<p>To develop balance and co-ordination by controlling changes of direction.</p> <p>To master basic movements and apply these in a range of activities.</p> <p>To change the direction of movements with control.</p> <p>Explain how they feel after exercise</p> <p>Combine skills within an activity.</p> <p>Suggest ways a partner can improve their performance.</p>	<p>To perform dances using simple movement patterns in the context of 'changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life'.</p> <p>Move fast and slow.</p> <p>Move high and low.</p> <p>Move in the wider space.</p> <p>Pretend to move with an object.</p> <p>I can synchronise movement in different formations.</p> <p>Describe own and other's movements</p>

		can do to stay healthy; • say how they feel before, during and after exercise.	March in single file or side by side.				and suggest improvements as they watch each other perform.
	Vocab	Straight jump, springboard, hurdle step.	The Gunpowder Plot, Guy Fawkes, spies, covert, phrase, plot, act and react.	Balance, quality, stretch, still, match, position, link, evaluate, improve.	Seeds, movements, travelling, speed, direction, spinning, teamwork.	Travel, circuit, leap, pivot, direction, control, training, score.	March, single file, formation, about-turn, synchronised, unison.
	NC links	Developing balance, agility and co-ordination.	Perform dances using simple movement patterns	Developing balance, agility and co-ordination.	Perform dances using simple movement patterns	Master basic movements including running, jumping, throwing and catching.	Perform dances using simple movement patterns
Birch	Unit	Y3 Gymnastics: Movement	Y3 Circuit training	Y3 Gymnastics: Shape	Swimming	Y3 Dance: Rainforest Dance	Y4 Dance: Romans
	Knowledge	To develop a range of vault and floor movements. Opportunity to choreograph their own sequences and routine, individually and with a partner.	Focus on a range of core skills. Children will complete four mini circuits before competing in 2 competitive circuits. Children will use ball skills, travel and coordination. They will be encouraged to adapt and improve their score as they try the different circuits.	To learn the basic body shapes in gymnastics. Make static shapes, shapes in the air and symmetrical shapes and shapes incorporating rhythmic gymnastic apparatus. Put together sequences which include jumping.		To develop their interpretative dance skills, taking inspiration from different features of rainforests. The children represent different rainforest layers, animals of the rainforest, weather patterns and consequences of deforestation through their dance. Children will develop their skills in improvisation and will learn to put together dance actions to form movement phrases. They will be encouraged to evaluate their dance performance using dance vocabulary,	To develop a variety of dance techniques which take inspiration from the Romans. Use dance techniques and styles to represent and communicate ideas about the Roman time period.

						using their evaluations to make improvements to their performances.	
Core Skills	<p>Create their own shapes on a range of body parts and hold balances still.</p> <p>Show control when performing log, teddy bear and curled side rolls.</p> <p>Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps.</p> <p>To perform a range of jumps accurately and safely.</p>	<ul style="list-style-type: none"> • travel confidently in different ways, maintaining a good speed while doing so; • efficiently change direction, speed and level when travelling; • confidently change between different levels and direction when travelling; • throw a ball underarm, controlling both the accuracy and direction of the throw; • use their feet to control the movement of a ball around a series of cones; • show excellent balance and coordination when moving; • use body parts to coordinate agile movements; • give advice to friends on how to complete exercises; • understand how to alter their movements to improve their performance over time. 	<p>Show some control when making simple static body shapes and positions.</p> <p>Make simple static body shapes in the air when jumping off low level apparatus.</p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>I can perform static body shapes.</p> <p>Able to name the body positions.</p>			<p>Select different movements and add their own ideas to create a short dance inspired by the layers of the rainforest.</p> <p>Use different layers in dance and begin to use these to represent ideas.</p> <p>Select movements and perform them, making choices about length of dance. Use different speeds in a dance and begin to use these to represent ideas.</p> <p>Join their own movement phrases of different speeds in a chosen order, to create a dance that is inspired by the animals of the rainforest.</p> <p>Evaluate and give ideas for improvements.</p> <p>Consider order in which to perform.</p> <p>Use dance vocabulary to evaluate performance..</p>	<p>To perform a dance using a range of movement patterns</p> <p>To work as part of a group to develop a longer dance</p> <p>Use a range of dance vocabulary to describe and improve work.</p>
Vocab	Take off, land, control, height, flexibility, body shape, straddle jump, pike jump, straight jump half turn, cat leap	Control, coordination, direction, level, lunge, side-step, speed, travel, underarm	Pike, straddle, tuck, wide, narrow, stretched, extend, tall, curled, squat			Layers, level , sequence, movement , low, middle, high, inspire, inspiration .	Action, communicate, idea, movement phrase, link, connect, unison, canon.

	NC links	Develop flexibility, strength, technique, control and balance.	Use running, jumping, throwing and catching in isolation and in combination.	Develop flexibility, strength, technique, control and balance.	Swim competently, confidently and proficiently. Use a range of strokes.	Perform dances using a range of movement patterns	Perform dances using a range of movement patterns
Rowan	Unit	Swimming	Y4 Gymnastic:Movement	Y4 Gymnastics:Shape and balance-Ancient Egypt	Y4 Dance:Carnival of the Animals	Y4 Circuit training	Y5 Dance:World War 2
	Knowledge		Perform a range of range of floor and vault movements	In this Gymnastics: Shape and Balance unit, children will learn how to use gymnastics shapes and balances to communicate their learning about key aspects of the ancient Egyptian civilisation.	This Y4 Dance Carnival of the Animals unit will teach your class a variety of dance techniques, taking inspiration from Carnival of the Animals by Camille Saint-Saëns. The skills are taught in an engaging and motivational manner, with children using dance techniques and styles to represent the different animals featured in the piece of music. Children will learn to dance in unison and in canon and will discover how to use dynamics in their dancing in order to fit the mood and the tempo of a piece of music	This Y4 Circuit Training unit will allow your class to focus on different types of exercise, participating in a range of activities that focus on the upper body, lower body and core muscles. Children will learn about aerobic and anaerobic exercise and will be asked to continually consider the benefits gained through participating in these. The skills are taught in an engaging and motivational manner, with children initially completing four focused mini circuits before taking part in two full circuits. They will be encouraged to keep score to get a personal baseline for each exercise and to set individualised targets to reach a goal.	Different dance styles that were popular before and during the war.
	Core Skills		Develop flexibility, strength, technique, control and balance by learning and	To develop flexibility, strength, technique, control and balance in the	To perform dances using a range of movement patterns in the context of choreographing dances inspired by Carnival of the Animals.	I can describe how my body reacts to different exercises.	Perform dances using a range of movement patterns in the context of

			<p>performing a lunge into cartwheel.</p> <p>To perform a lunge into cartwheel correctly.</p> <p>Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements.</p> <ul style="list-style-type: none"> • To perform a straddle on vault correctly <p>Describe how to perform a new movement.</p> <p>Practise and refine own movements.</p>	<p>context of creating shapes and balances.</p> <p>To create shapes and three and four-point balances to represent icons from ancient Egypt.</p>	To improvise movement patterns inspired by Carnival of the Animals.	<p>I can jump in different ways.</p> <p>I can jog over an extended distance.</p> <p>To understand the effects of aerobic and anaerobic exercise on the body.</p>	<p>learning how to dance the Lambeth Walk.</p> <p>To perform the Lambeth Walk.</p> <p>I can dance in unison.</p> <p>I can dance in time to the music.</p>
	Vocab		Lunge, handstand, cartwheel.	Shape, balance, ancient Egypt, icon, point-balance, control, strength, straddle, flexibility.	Improvise, movement, action, inspire, unison, canon, dynamics.	Aerobic, anaerobic, energy, oxygen, circuit.	Dance, jazz, Charleston, unison, Foxtrot, One Step, Tango.
	NC links	Swim competently, confidently and proficiently. Use a range of strokes.	Develop flexibility, strength, technique, control and balance.	Develop flexibility, strength, technique, control and balance.	Perform dances using a range of movement patterns	Use running, jumping, throwing and catching in isolation and in combination.	Perform dances using a range of movement patterns
Willow	Unit	Swimming	Y5 Dance:Eco Dance	Y5 Gymnastics:Shape and balance-Space	Y6 Dance:Electricity	Y5 Circuit training	Y5 Gymnastics:Movement
	Knowledge		This Y5 Eco Dance unit covers a range of environmental issues, such as forms of energy, renewable and non-renewable sources of electricity, recycling, changing weather patterns and also oceans and plastic	In this Gymnastics: Shape and Balance unit, children will learn how to use gymnastics shapes and balances to	In this Gymnastics: Shape and Balance unit, children will learn how to use gymnastics shapes and balances to communicate their learning about space.	This Y5 Circuit Training unit will allow your class to focus on a range of different types of exercise and sporting values. Children will learn about the	Perform a variety of floor and vault movements. Children will choreograph their own sequences and routines and perform individually and as part of a pair or group.

		<p>pollution. These environmental issues provide the stimuli for children's learning in dance. Children will learn about transitioning between actions in a dance and how to create a recurring motif. They will develop their use of their spatial awareness and their understanding of timing in dance, as well as the way they create lines and shapes with their bodies. This is an engaging unit that links science and themes of sustainability with the national curriculum PE aims.</p>	<p>communicate their learning about space. The children will learn and perform some rhythmic gymnastics to represent the movement of the Earth, Sun and Moon. They will also learn how to create a range of shapes with their bodies, both on the floor and on apparatus and they will practise their movements and linking actions to join ideas and represent different events. In addition to this, they will work on their own and with a partner to create a range of point balances, using their skills and creativity to create new shapes and positions. At the end of the unit, they will combine their skills to plan and perform group routines that showcase their work. Throughout each lesson, children will be encouraged to evaluate their own and others' performances and suggest ideas for improvement.</p>	<p>The children will learn and perform some rhythmic gymnastics to represent the movement of the Earth, Sun and Moon. They will also learn how to create a range of shapes with their bodies, both on the floor and on apparatus and they will practise their movements and linking actions to join ideas and represent different events. In addition to this, they will work on their own and with a partner to create a range of point balances, using their skills and creativity to create new shapes and positions. At the end of the unit, they will combine their skills to plan and perform group routines that showcase their work. Throughout each lesson, children will be encouraged to evaluate their own and others' performances and suggest ideas for improvement.</p>	<p>effects of different types of exercise and they will take part in upper body, lower body and core muscle exercises. They will focus on sporting abilities such as being a good sportsperson, taking part in respectful competition, working as a team and playing to each other's strengths. Children will have a chance to plan their own circuit of exercises to develop someone's all round fitness and will evaluate their own progress each lesson and throughout the unit.</p>	
Core Skills		<p>Use movements to represent ideas;</p> <ul style="list-style-type: none"> • transfer weight improve weight when performing two linked movements, with some 	<p>To develop flexibility, strength, technique, control and balance in the context of creating</p>	<p>Work in a group, listening to and sharing ideas and taking the lead when appropriate;</p>	<p>Know what circuit training involves and can follow instructions to complete a range of different</p>	<p>I can use my core and arm strength to control my movements.</p>

			<p>success at a smooth transition;</p> <ul style="list-style-type: none"> perform a group dance in canon, with movements performed simultaneously; perform movements at low, medium and high levels, showing consideration for their choices in order to communicate their ideas; demonstrate a good awareness of their body in a dance space when performing and representing ideas; <p>To perform dances using a range of movement patterns in the context of creating a dance inspired by the theme of environmental issues.</p> <p>To use transitions to link movements together smoothly.</p>	<p>shapes and balances.</p> <p>To link shapes and movement using rhythmic gymnastics to represent ideas about the Earth, Sun and Moon.</p>	<p>Think of and plan a good range of rhythmic gymnastics, shapes, balances and movements that fit a space theme and purposefully vary elements to create different effects in the story;</p> <p>Hold a range of individual two, three and four-point balances and part-weight partner balances as part of a routine;</p> <p>Adapt their body shape to create star, tuck, straddle, pike, stag, and splits shapes as part of a routine;</p> <p>select and perform a wide range of appropriate linking actions and movements to structure a routine;</p> <p>Vary the speed, levels and dynamics of a routine to create effect;</p> <p>say what is good about their own and others' performances and know how to make them better.</p>	<p>'medium' exercises;</p> <ul style="list-style-type: none"> Can give two or more reasons of the importance of warming up before exercise and cooling down after exercise, including why and how to stretch; Can set challenges that are achievable; Can join in a competition with a classmate of a similar ability and show some qualities of a good sportsperson such as winning or losing graciously Can identify speed, agility and quickness and evaluate their ability in these areas; Can identify their own strengths in different exercises; Can plan exercises to form a varied circuit. 	<p>I can begin and end my movements clearly and in a safe manner.</p> <p>I can perform a short sequence of movements including a round off.</p> <p>I can describe how to perform new movements learnt.</p>
Vocab	Swim competently, confidently and proficiently over a	Transition, idea, energy, improvise,	Shape, balance, movement control, strength,	Improvisation, assess, repetition, isolation, levels, high, medium, low, tempo,	Warm-up, cool-down, stretching,	Apparatus, cannon, chassis step, control, lunge, pivot, roll, press-off, round up,	

		distance of at least 25m. Use a range of strokes effectively. Perform safe self-rescue in different water based situations.	canon , represent, transfer.	flexibility, technique, dynamics, levels, rhythm, rhythmic gymnastics , Earth, Sun, Moon.	quick, slow, dynamics, jagged, jerky, smooth, heavy, light, jump, leap.	cardio, exercise, recover, upper body, lower body, core, circuit, station, heart rate, flexibility.	routine, springboard, stag jump, theme, unison, vault.
	NC links	Develop flexibility, strength, technique, control and balance.	Perform dances using a range of movement patterns	Develop flexibility, strength, technique, control and balance.	Perform dances using a range of movement patterns	Use running, jumping, throwing and catching in isolation and in combination.	Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform safe self-rescue in different water based situations.

Physical Education

Planning Inclusive Lessons

A valuable tool to help us plan and deliver accessible, inclusive and aspirational PE lessons for all learners is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs.

Communication

Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible. When teaching new skills in PE it is easy to be quite 'wordy' and technical in our delivery so using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays. Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules.



An example of symbols/key words being used to support a learner participate in a gymnastics lesson warm up.

Space

Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. By making adaptations to the physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a range of physical needs.



Increasing the space and ensuring there is room for wheelchairs to easily manoeuvre can help make a PE lesson fully inclusive and accessible for all.

Task

Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.



Adapting a volleyball lesson by playing a match of seated volleyball is a great way to practise key skills and make the activity accessible to all learners.

Equipment

The equipment we use can make a big difference as to whether a lesson is inclusive and accessible or not. By making modifications to, and sometimes changing, the equipment we use, we can ensure that all learners are able to participate, enjoy and experience success in our lessons.

- Using balloons with rice in to support visually impaired learners in a tennis session.
- Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap.
- Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs.
- Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling.

People

The support learners receive from key people throughout a PE lesson can make arguably the biggest impact on their skills, attitudes and progress. A key adult can model skills, break down activities into smaller steps and support with the repetition and over-learning of skills that can be so important for SEND learners. Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn't become over-reliant on the support of a key adult. Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching. As learners' competence and confidence develops, the support being provided can be slowly reduced to enable the learner to participate more independently.

Physical Education

Curriculum Considerations

An inclusive physical education curriculum should both engage and inspire young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. Physical education and sport should be accessible regardless of a young person's disability or needs. Basing a curriculum and activities around a broad variety of sports and physical activities helps provide new, exciting experiences that will spark an interest and motivate learners to be more physically active and enjoy the associated health and social benefits this can bring.

Active, Healthy Lifestyles & Long-Term Outcomes

The Institute of Health Equity outlines some very bleak statistics for people with learning disabilities (significantly lower life expectancy and 1 in 2 to suffer from chronic loneliness). In addition to this Sport England (2018) share that disabled adults are twice as likely to be inactive as non-disabled adults whilst Activity Alliance (2020) discovered that 70% of disabled people believe that sport is not for somebody like them.

The above statistics show us how important it is to provide positive experiences in physical education, that support learners with SEND to develop a love of exercise and the skills needed to lead a healthy, active lifestyle. A key role for teachers is to help 'flip the narrative' and support learners in having positive experiences and high aspirations in sport and exercise. An awareness and engagement with groups such as Activity Alliance, IMAS and The Special Olympics can support and inform our practice helping to connect our learners with opportunities to participate and compete in sport outside of school.

Key Stage 1

Learners develop the fundamental movement skills of running, jumping, throwing, co-ordination, balance and agility and begin to develop patterns of movement. As learners develop their confidence and competence these movements can become more complex and linked together. The aim is for all learners to develop their accuracy and fluency of movement execution over time. A big focus is being able to co-operate with others, share and develop strong communication skills. Learners will be taught the basic conventions of games and different activities that have rules and boundaries. This is a particularly important stage for learners with SEND as they build core movement skills that support and shape their physical development.



Key Stage 2

As learners progress, they begin to develop a broader range of skills and start to put sequences of movement together. Some of these movements become more specialised and related to particular sports or physical activities. Competition between oneself and others and rules are introduced with learners beginning to demonstrate more refined technique and improvement in their performance. Learners begin to display a greater control of their skills/movements and start to develop a greater strength and flexibility as they approach the end of Key Stage 2. Skills and more complex movements may need to be broken down into smaller steps for learners with SEND and teachers should make adaptations to activities and sports to ensure they are accessible.