



## Highfield Long Term Plan: PE



Dodgeball tournament



Year 6 mountains dance



Year 3 gymnastics

“YOU CAN DISCOVER MORE ABOUT A PERSON IN AN HOUR OF PLAY THAN IN A YEAR OF CONVERSATION,”

Plato



## Highfield Long Term Plan: PE

### Highfield Vision for PE

At Highfield, we want our children to love physical education, take part in a wide range of sporting activities and develop physical confidence. Pupils at Highfield will develop the knowledge and skills needed to excel in a broad range of physical activities, including engagement in competitive sports and activities. Alongside this, PE lessons will ensure pupils are physically active for sustained periods of time and develop their understanding of how to live healthy, active lives. Through different units of work, we develop:

**Agility, balance, and co-ordination-** to improve, increase and develop levels of competence.

**Health and Fitness-** understanding the positive contribution that regular physical activity can make to physical and mental health and how to participate safely.

**Games Skills-**The skills necessary to play a range of games, individually and with a team.

**The values of sport-** self-improvement, honesty, determination, teamwork, and fair play.

**Dance-** a love of responding to music and performing by using their knowledge of motor confidence. Dance also develops creativity through exploration.

**Swimming-** learning to swim competently and proficiently over 25 metres.

**OAA-** Outdoor and adventurous activities.

### PESSPA (Physical education, school sport and physical activity)

Physical education, school sport and physical activity help to develop our children holistically and allow opportunities for success outside the classroom. PESSPA is a highly valued and high-profile part of our pupils' learning experiences at Highfield. It also improves concentration in other areas of the curriculum.

### Excelling

We are ambitious for our pupils and want them to excel in sport. Many of our pupils have represented their school, city and county and have become professionals in their sport.

### School Awards

In 2021, we were awarded the Platinum School Games Mark award for our commitment and engagement in School Games.



## Highfield Long Term Plan: PE

### Curriculum Design

Children grow and develop physically at different stages. Unlike some other subjects, for example reading, there are aspects of physical development that cannot be accelerated. We have taken this into account and been sensitive in our curriculum design as a result. Key skills and essential components such as agility, balance and co-ordination are re-visited and practised as our pupils journey through school.

### Knowledge and Skills in Physical Education at Highfield

We believe that through the provision of positive experiences in physical activity, a lifelong interest is stimulated, which ultimately encourages a continuation into a healthy adult life for all our children.

At Highfield, we expose the children to sports by delivering a range of activities, which cover all aspects of the PE National Curriculum.

We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum, all underpinned by our key drivers of Safeguarding, Reading, RED (Respect, Equality & Diversity) and Enrichment.

Our curriculum is planned and sequenced so that new knowledge and skills are built upon previous learning with recognised and clearly defined end points. Our Real PE scheme provides us with end points for each unit. The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

As a school, we believe that our children will continue to have the motivation, confidence, physical competence, subject specific knowledge and understanding to value and take ownership for their engagement in sports. Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise, as a whole, has a positive influence on academic achievement, emotional stability and interaction with others.

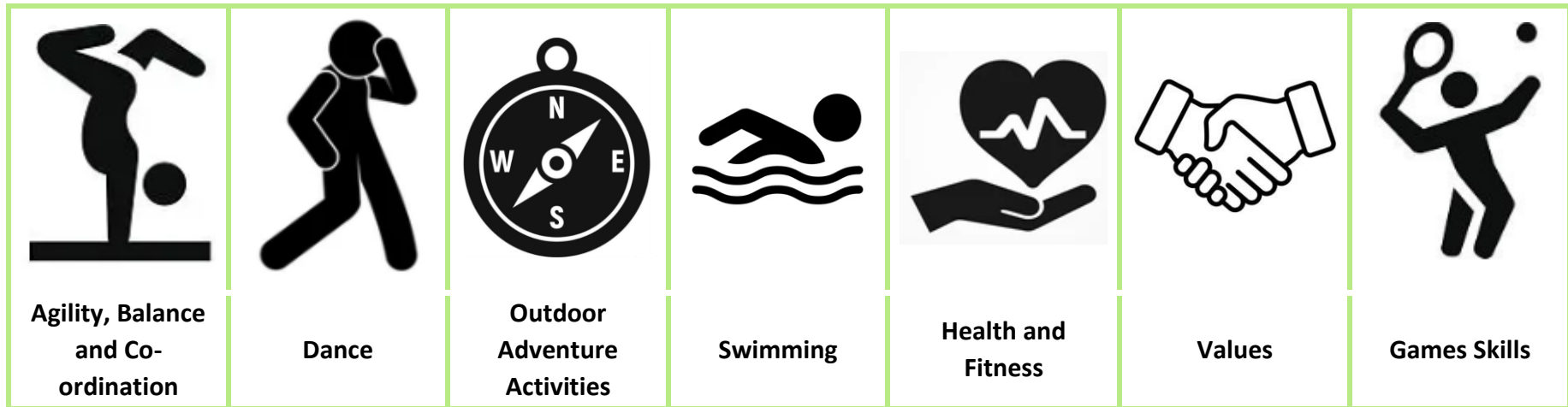
Through each of our key concepts, pupils will build an increasing level of competence, to allow them to select and apply skills including tactics and compositional ideas. They will develop an awareness of the value of setting individual goals for improvement. They will develop their abilities in performance by using their knowledge of motor confidence. They will develop their creativity by exploring and experimenting with techniques and tactics and learn how to evaluate and analyse games and performances.

All skill progression is mapped out along with the Nation Curriculum descriptors and PE concepts further down in this document.

# Highfield Long Term Plan: PE

## PE Concepts

A concept is a powerful idea that can co-exist alongside a cognitive and physically focused learning objective and therefore enable all to succeed in their own way (Sullivan, 2023). We use concepts (big ideas) in PE to support learning because they play a vital role in committing knowledge to long-term memory by providing a structured framework that helps organize, connect, and make sense of information. By mastering scientific concepts and developing a strong conceptual understanding, learners can build a robust and interconnected knowledge base that supports lifelong learning, critical thinking, and informed decision-making in various PE disciplines and contexts. The key concepts we use in PE are:



- Agility, Balance and Co-ordination** - **Agility** refers to the ability to move quickly and efficiently while maintaining control and precision. **Balance** is a foundational skill essential for the mastery of physical activities. Our PE curriculum incorporates activities that promote static and dynamic balance, encouraging students to stabilize their bodies in different positions and movements. **Coordination** involves the harmonious integration of body movements, utilizing different parts of the body simultaneously. Our PE lessons are crafted to enhance coordination through activities that require the synchronization of limbs and precise control.
- Dance** - Dance is an integral component of our Physical Education (PE) curriculum at Highfield. Rooted in creativity, self-expression, and physical fitness, our dance program aims to cultivate a lifelong love for movement and promote holistic development in our students. Through carefully crafted lessons, we strive to nurture not only the physical aspects of dance but also the emotional, social, and cognitive dimensions, fostering a well-rounded educational experience. Through dance our pupils develop, physical fitness, creativity and self-expression, cultural awareness, social interaction and cognitive development.
- Outdoor Adventure Activities (OAA)** play a crucial role in enhancing the holistic development of primary school students. These activities are designed to promote physical fitness, teamwork, problem-solving skills, and a love for the outdoors. In line with our commitment to providing a well-rounded education, our school incorporates OAA into the Physical Education curriculum. OAA activities promote the development of; physical fitness, teamwork and collaboration, problem-solving skills and an appreciation of the outdoors.



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- **Swimming** - Pupils will develop an understanding of water safety, learn different strokes for swimming and increase their confidence in water. They will learn to swim competently and proficiently over 25 metres.
- **Health and Fitness** - At Highfield, we focus on activities that promote overall health, physical fitness, and the development of fundamental movement skills. Activities undertaken include diverse physical activities, fundamental movement skills, fitness challenges and the celebration of achievements. Pupils will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- **Values**- Our PE Curriculum promotes the core sporting values of honesty, teamwork, fair play and following rules. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect, reflecting the whole school values of being Ready, Respectful and Safe and the core driver RED (Respect, Equality and Diversity).
- **Games Skills**- playing a range of competitive games and applying basic principles for attacking and defending.



## Highfield Long Term Plan: PE

### Assessment

Why do we Assess?

Assessment in PE helps us to understand and track our progress. It is important because it shows what we have learned and what we still need to work on. There are different types of assessments that help us in different ways.

#### Formative Assessment

During PE lessons, the teacher continually formatively assesses pupils' learning. Formative assessment is the day-to-day ongoing assessment, sometimes referred to as assessment for learning, and is the bridge between teaching and learning. This forms a detailed picture of children's knowledge and understanding against specific learning outcomes. Most simply, it means providing teaching that is adaptive to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward. This means they are checking on how children are doing while they are learning. It is responsive and feedback is given in the moment.

#### Assessment in Real PE

Our Real PE units of learning provide us with our key learning behaviours and our fundamental movement skills. These are taught and revisited throughout school and give us clear progression and end points. Teachers assess against these when teaching these units. Assessment wheels are available to do this with and form part of our online Real PE resource although teachers have ownership and agency about how this assessment information is recorded.

#### PE Assessment Calendar

- Bi-annual data submission of PE attainment (November and May)
- Termly Audit of the PE Curriculum coverage
- January & July: Subject scrutiny and monitoring of action plan (including pupil voice)
- Pre and post topic assessment



## Highfield Long Term Plan: PE

### Enrichment

Enrichment experiences in PE at the primary school level play a crucial role in fostering overall well-being, physical health, social skills, and positive attitudes towards an active lifestyle. They contribute significantly to a child's holistic development and lay the foundation for a healthy and active future. For this reason 'Enrichment' is one of the four key drivers of the Highfield Curriculum. The 'Wider Curriculum' or 'Enrichment opportunities' are mapped out in the Enrichment mapping across the curriculum document.

At Highfield, learning in PE is enriched by the following experiences:

**EYFS:** Dance coaching in Health and Wellbeing Week, sports coaching in Wellbeing Week, Rugby Tots club after-school club.

**Year 1:** Indian Dance coaching, sports coaching during health and wellbeing week, after-school gymnastics.

**Year 2:** Skipping coaching leading to participation in a skipping festival, after-school gymnastics club, sports coaching during health and wellbeing week.

**Year 3:** after-school basketball club (Summer Term), after-school gymnastics club (spring term), sports coaching during health and wellbeing week.

**Year 4:** after-school basketball club (spring term), sports coaching during health and wellbeing week, girls only tennis after school club.

**Year 5:** Northern Ballet dancing (English curriculum link), after-school basketball club (autumn term), cross country running for selected children, sports coaching as part of health and wellbeing week, orienteering as part of visit to Nell Bank, girls only after school tennis club.

**Year 6:** Bhangra Dance coaching, opportunities to join cross-country running team, dodgeball team, football team, orienteering as part of residential visit to Marrick Priory, Bikeability.










All pupils in key stage two were given an opportunity to perform at our RED exhibition (one of our key drivers in school).

All pupils in school take part in sports days and either a Spring Run or a Santa Dash in the school year.

The enjoyment of physical fitness and sports contributes to a healthier, happier, and more fulfilling life, impacting both physical and mental well-being across the lifespan. It is therefore vital that we inspire and educate our children to enjoy PE and sport not just in the next step of their education, but for life.

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## PE Concept, National Curriculum Reference and Topic Skills Progression Year Group Map

		Autumn	Spring	Summer
<b>EYFS</b>	<b>Concept</b>	 Agility, Balance and Co-ordination  Dance  Values	 Dance  Agility, Balance and Co-ordination  Values	 Agility, Balance and Co-ordination  Games Skills  Values
	<b>EYFS Reference</b>	<ul style="list-style-type: none"> <li>▪ Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>▪ Demonstrate strength, balance and coordination when playing.</li> <li>▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>▪ Demonstrate strength, balance and coordination when playing.</li> <li>▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>▪ Demonstrate strength, balance and coordination when playing.</li> <li>▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	<b>Highfield Unit of work</b>	<p><b>Dance</b> Festival themed dance – bonfire night, Diwali &amp; Christmas. Let's Move.</p> <p><b>Dynamic Balance</b> <b>Physical skills</b> – Can you travel on different parts of your body?</p>	<p><b>Dance</b> Themed dance – Chinese New Year, weather, Noah's Ark, Billy Goat's Gruff.</p> <p><b>Coordination</b> <b>Physical Skills</b> – Can you perform a log and forwards roll?</p> <p><b>Dynamic balance</b> <b>Physical Skills</b>- Can you travel across small apparatus?</p>	<p><b>Coordination with equipment</b> <b>Physical Skills</b> – Can you roll, throw and kick a ball? Can you push &amp; hit a ball with a hockey stick?</p> <p><b>Dynamic balance to agility</b> <b>Physical Skills</b> – Can you jump over a moving rope with 2 feet? Can you walk, run and skip along a line?</p>














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		Autumn	Spring	Summer
Year 1	Highfield Concept	 Agility, Balance and Co-ordination  Values	 Agility, Balance and Co-ordination  Dance	 Agility, Balance and Co-ordination  Dance  Health and Fitness  Values
	National Curriculum Reference	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>perform dances using simple movement patterns.</li> </ul>
	Highfield Unit of work	<p><b>Real PE Units 1-6 through the year</b></p> <p><b>Coordination</b>  <b>Physical Skills</b> – Can you skip, side step and hop?  <b>Personal Skills</b> – Can you work on a task independently?  <b>Static balance</b>  <b>Physical Skills</b> – Can you balance on either leg?  <b>Personal Skills</b> – Can you ask for help when appropriate?  <b>Dynamic balance to agility</b>  <b>Physical Skills</b> – Can you jump forwards, backwards and side to side with rhythm?  <b>Social Skills</b> – Can you work sensibly with others taking turns &amp; sharing?  <b>Static balance - seated</b>  <b>Physical Skills</b> – Can you perform a seated balance with no hands or feet down?  <b>Personal Skills</b> – Can you praise others?</p>	<p><b>Dynamic balance</b>  <b>Physical Skills</b>- Can you travel lifting knees to a 90 degree angle?  <b>Cognitive Skills</b> – Can you name some things you are good at?  <b>Static balance</b>  <b>Physical Skills</b> - Can you hold a balance on a low beam?  <b>Cognitive Skills</b> – Can you recognise similarities and differences in performance?  <b>Ball Skills</b>  <b>Physical Skills</b> – Can you roll a ball around my body?  <b>Creative Skills</b> – Can you explore and describe your movements?  <b>Counter balance</b>  <b>Physical Skills</b> – Can you balance on a long base with a partner?  <b>Creative Skills</b> – Can you select and link movements together?  <b>DANCE:</b> TOYS DANCE  <b>GYMNASTICS:</b> Using low apparatus to develop balance and co-ordination</p>	<p><b>Coordination with equipment</b>  <b>Physical Skills</b> – Can you throw and catch a rebounded ball with two hands?  <b>Applying Physical Skills</b> - Can you perform a skill or movement with some control?  <b>Agility</b>  <b>Physical Skills</b> – Can you react and catch a large bouncing ball? Can you react and chase a ball rolled by a partner?  <b>Applying Physical Skills</b> - Can you perform a range of skills and link two movements together?  <b>Static balance</b>  <b>Physical Skills</b> – Can you perform a front and support with one hand raised?  <b>Health &amp; Fitness</b> –Can you say why exercise is important for good health? Can you use equipment appropriately and move and land safely?  <b>ATHLETICS</b>            Co-operative and competitive activities in preparation for sports day.  <b>HEALTH AND WELLBEING WEEK</b>            Dance coaching in fit week.</p>

# Highfield Long Term Plan: PE

		Autumn	Spring	Summer
Year 2	Highfield Concept	  Agility, Balance and Co-ordination      Values	  Agility, Balance and Co-ordination      Dance	    Agility, Balance and Co-ordination      Dance      Games Skills      Health and Fitness   Values
	National Curriculum Reference	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>
	Highfield Unit of work	<p><b><u>REAL PE UNITS 1 AND 2</u></b>  <b>Coordination</b>  <b>Physical Skills</b> – Can you complete floor movement patterns on different legs and in different directions?  <b>Personal Skills</b> – Can you try several times if at first you don't succeed?  <b>Static balance</b>  <b>Physical Skills</b> – Can you hold a balance on either leg without support?  <b>Personal Skills</b> – Can you say where you are in your learning?  <b>Dynamic balance to agility</b>  <b>Physical Skills</b> – Can you jump, turn and land safely?</p>	<p><b><u>REAL PE UNITS 3 AND 4</u></b>  <b>Dynamic balance</b>  <b>Physical Skills</b> – Can you travel forwards and backwards coordinating opposite arms and legs?  <b>Cognitive Skills</b> – Can you explain why someone is working or performing well?  <b>Static balance</b>  <b>Physical Skills</b> – Can you perform a range of tasks whilst balancing on low apparatus?  <b>Personal Skills</b> – Can you explain what you are doing well?  <b>Ball Skills</b>  <b>Physical Skills</b> – Can you control a ball moving it in different ways around your body?  <b>Creative Skills</b> – Can you make up your own rules and versions of activities?</p>	<p><b><u>REAL PE UNITS 5 AND 6</u></b>  <b>Coordination with equipment</b>  <b>Physical Skills</b> – Can you throw a ball with one hand and catch with the other hand? Can you react and catch a moving ball?  <b>Applying Physical Skills</b> - Can you select and apply skills with good control and consistency?  <b>Agility</b>  <b>Physical Skills</b> – Can you react, chase and collect a tennis ball?  <b>Health &amp; Fitness</b> – Can you describe how your body feels during &amp; after exercise?  <b>Static balance</b>  <b>Physical Skills</b> – Can you perform a front and back support?</p>


















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	<p><b>Social Skills</b> – Can you give praise and encourage others? <b>Static balance</b> <b>Physical Skills</b> –Can you perform a seated balance whilst moving equipment from side to side? <b>Social Skills</b> – Can you challenge yourself?</p>	<p><b>Counter balance</b> <b>Physical Skills</b> – Can you perform a counterbalance on a short base with a partner? <b>Creative Skills</b> – Can you select and link movements together to fit a theme? <b>Dance – TO THE RESCUE</b> <b>(link with English)</b> <b>Physical Skills</b> – Can you perform a sequence of movements to music?</p>	<p><b>Health &amp; Fitness</b> – Can you use equipment appropriately and move and land safely? <b>Fit week dance coaching sessions</b> <b>TEAM GAMES</b> Introduction to principles used in attacking and defending. <b>ATHLETICS</b> Running, jumping and throwing <b>SKIPPING</b> Coaching from Leeds Skipping School in preparation for a festival.</p>
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		Autumn	Spring	Summer
<b>Year 3</b>	<b>Highfield Concept</b>	 Agility, Balance and Co-ordination  Values  Games Skills  Health and Fitness  Values	 Agility, Balance and Co-ordination  Values  Health and Fitness  Dance  Values	 Agility, Balance and Co-ordination  Games Skills  Health and Fitness  Outdoor Adventure Activities  Values
	<b>National Curriculum Reference</b>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
	<b>Highfield Unit of work</b>	<p><b>Real PE Unit 1- Personal Skills- Static Balance</b>  <b>Physical Skills-</b> Can you stand still on one foot on an uneven surface without losing balance? Can you do 5 squats in a row without losing balance?  <b>Personal Skills-</b> Coping well and reacting positively when things become difficult  <b>Stretching, curling and arching</b></p>	<p><b>Real PE Unit 3- Cognitive Skills- Dynamic Balance</b>  <b>Physical Skills-</b> Can you perform a marching action forwards and backwards, staying on a line?  <b>Cognitive Skills-</b> Can you explain what you are doing well?  <u><b>GYMNASTICS</b></u>  <b>Val Sabin- Gymnastics Unit-</b></p>	<p><b>Real PE-Unit 5 – Applying Physical Skills</b>  <b>Physical Skills-</b> Agility, reaction and response- Can you turn and catch a ball from a partner reacting to the sound of the bounce?  <u><b>Athletics</b></u></p>



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	<p><b>COMPETITIVE GAMES</b>  <b>Val Sabin - Net/Court/Wall Games</b>  <b>Physical skills-</b> Can you strike a ball with reasonable control and accuracy at a target or over a net?  <u><b>ATHLETICS</b></u>          Improve on a personal best- number of laps of the running track.</p>	<p><b>Symmetry and Asymmetry-</b>  <b>Physical Skills-</b> Can you plan, perform and evaluate symmetrical and asymmetrical sequences side-by-side with a partner?  <b>Cognitive Skills-</b> Can you identify and explain what the terms symmetry and asymmetry mean?  <u><b>DANCE</b></u>  <b>Cross curricular Link- Egyptian Dance, leading to a performance – Joseph.</b>  <u><b>ATHLETICS</b></u>          Improve on a personal best- number of laps of the running track.</p>	<p><b>Physical Skills-</b> Can you perform running, jumping and throwing activities in the build-up to sports day with increasing speed and distance?  <b>Cognitive Skills-</b> observe and describe specific aspects of running, jumping and throwing styles.  <b>Real PE- Unit 6- Health and Fitness</b>  <b>Physical Skills-</b> Agility- Ball chasing- From 10 metres away, can you react quickly to a pass and catch the ball between your knees or with the instep of your foot?  <u><b>OAA</b></u>          Fit week- Highfield Scavenger Hunt  <u><b>ATHLETICS</b></u>          Developing and practising running, jumping and throwing skills in preparation for sports day.          Improve on a personal best- number of laps of the running track.</p>
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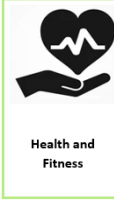
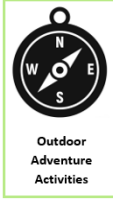

		Autumn	Spring	Summer
<b>Year 4</b>	<b>Highfield Concept</b>			
	<b>National Curriculum Reference</b>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> <li>perform dances using a range of movement patterns</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>



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	<p><b>Highfield Unit of work</b></p> <p><b><u>INVASION GAMES</u></b> Throwing and catching- in isolation and in combination with others.</p> <p><b><u>REAL PE UNIT 1</u></b> <b><u>PERSONAL SKILLS- BALANCE- Balance</u></b> <b>Physical Skills</b> – Can you identify which body parts produce stable and unstable balances? <b>Creative Skills</b> - Can you create a sequence on balance showing variations in shape, speed &amp; levels?</p> <p><b><u>REAL PE UNIT 2</u></b> Static Balance, through gymnastics.</p> <p><b><u>ATHLETICS</u></b> Improving on a personal best- laps of the running track. SWIMMING (from 2025-2026)</p>	<p><b><u>Swimming (Group A)</u></b> Can you swim competently, confidently and proficiently over 25 metres and perform safe self-rescue?</p> <p><b><u>Net, Court and Wall games- tennis</u></b> Skills leading to competitive games</p> <p><b><u>REAL PE UNIT 2</u></b> <b><u>SOCIAL SKILLS</u></b> Dynamic Balance to agility- including gymnastics-rolling.</p> <p><b><u>REAL PE – UNIT 3 COGNITIVE SKILLS</u></b> Dynamic Balance and co-ordination</p> <p><b><u>HEALTH AND FITNESS</u></b> Circuit Training- improving performance in a physical activity- leading to physical confidence.</p> <p><b><u>ATHLETICS</u></b> Improving on a personal best- laps of the running track.</p>	<p><b><u>Swimming (Class B)</u></b> Can you swim competently, confidently and proficiently over 25 metres and perform safe self-rescue?</p> <p><b><u>Striking and Fielding Games</u></b> <b>Physical Skills</b>- rolling, throwing, striking, receiving, intercepting and striking the ball, fielding principles and techniques.</p> <p><b><u>DANCE</u></b> Sequencing- Amazon Rainforest- focus on co-ordination (link to Geography)</p> <p><b><u>Real PE- Unit 5 – Applying Physical Skills</u></b> <b>Physical Skills</b> – Can you react and catch with step across the body from different distances? <b>Applying Physical Skills</b> – Can you link actions together in running, jumping and throwing?</p> <p><b><u>OAA</u></b> Individual Skills including map reading Fit week- Highfield Scavenger Hunt</p> <p><b><u>ATHLETICS</u></b> Improving on a personal best- laps of the running track. <b>Physical skills</b>- running, jumping and throwing skills- <b>Cognitive Skills</b>- Setting a personal goal, planning to beat that goal</p>
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# Highfield Long Term Plan: PE

		Autumn	Spring	Summer
Year 5	Highfield Concept	   	    	     
	National Curriculum Reference	<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>perform dances using a range of movement patterns</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
	Highfield Unit of work	<p><b>Ball Handling and Invasion Games – through Netball and Hockey</b></p> <p><b>Physical Skills</b> – Can you throw and catch with dominant and non-dominant hand?</p>	<p><b>Net, Court and Wall Games</b></p> <p><b>Physical Skills</b>- Can you develop a range and consistency of skills in tennis and volleyball activities?</p> <p><b>Cognitive Skills</b>- Can you demonstrate attack and defence skills in net games?</p>	<p><b>Health and Fitness Real PE Unit 6</b></p> <p><b>Physical and Cognitive Skills</b>-Can you develop self-selected warm up activities that are dynamic and pulse raising? Can you self select appropriate cool down activities?</p>




















## Highfield Long Term Plan: PE

	<p><b>Cognitive Skills</b> - Can you review, analyse and evaluate your own and others strengths and weaknesses?</p> <p><b><u>Static Balance Real PE Unit 3</u></b></p> <p><b><u>COGNITIVE SKILLS</u></b></p> <p><b>Physical Skills</b> – Can you perform ankle extensions on alternate feet?</p> <p><b>Creative Skills</b> – Can you adapt and adjust your skills/movements and tactics based on context?</p> <p><b><u>REAL PE UNIT 4</u></b></p> <p><b><u>CREATIVE SKILLS</u></b></p> <p>Static Balance- seated and floorwork.</p> <p><b><u>ATHLETICS</u></b></p> <p>Improving on a personal best- number of laps of the running track.</p>	<p><b><u>Dance - The Moldau</u></b></p> <p>Cross Curricular link with Rivers topic in Geography.</p> <p><b>Physical Skills</b> -Can you develop a sequence of dance moves and performance that reflect the course of a river?</p> <p><b><u>Gymnastics- Flight</u></b></p> <p><b>Physical Skills</b>- Can you perform basic travelling and flight actions at different speeds, directions and levels?</p> <p><b><u>HEALTH AND FITNESS</u></b></p> <p>Developing health, fitness and physical confidence through circuit training- focus on improvement in stamina and fitness.</p> <p><b><u>ATHLETICS</u></b></p> <p>Improving on a personal best- number of laps of the running track.</p>	<p>Know that basic fitness includes strength, stamina, speed and flexibility</p> <p><b><u>Striking and Fielding Games</u></b></p> <p><b>Physical Skills</b>- Develop a range of batting, bowling and fielding skills.</p> <p><b><u>Dynamic Balance to Agility Real PE Unit 5</u></b></p> <p><b>Physical skills</b> - Can you apply the skills needed for balance? centre of gravity forward, head up, controlled landings.</p> <p><b><u>Athletics</u></b></p> <p><b>Physical Skills</b>- Running- (sustain pace over longer distances), jumping-(a range of jumps with control and consistency) and throwing-(with greater control and accuracy)skills-</p> <p><b>Cognitive Skills</b>- Setting, beating or improving a personal best</p> <p><b>Sports Day</b></p> <p><b><u>ATHLETICS</u></b></p> <p>Improving on a personal best- number of laps of the running track.</p> <p><b><u>Outdoor and Adventurous activities</u></b></p> <p><b>Taking part in orienteering and map reading during the visit to Nell Bank.</b></p>
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# Highfield Long Term Plan: PE

		Autumn	Spring	Summer
<b>Year 6</b>	<b>Highfield Concept</b>	 Games Skills  Agility, Balance and Co-ordination  Dance  Health and Fitness  Values	 Games Skills  Values  Health and Fitness  Agility, Balance and Co-ordination  Values	 Games Skills  Outdoor Adventure Activities  Values  Health and Fitness  Values
	<b>National Curriculum Reference</b>	<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
	<b>Highfield Unit of work</b>	<p><b>Ball Handling and Invasion Games- Netball and Hockey</b></p> <p><b>Physical Skills-</b> Can you choose, combine and perform ball-handling skills more fluently and effectively in games?</p> <p><b>Cognitive Skills-</b> Can you use attacking and defending strategies consistently?</p> <p><b>Real PE UNIT 1</b></p> <p><b>Developing ball skills and agility</b></p>	<p><b>Val Sabin- Net, Court and Wall Games- tennis</b></p> <p><b>Physical Skills-</b> Can you play a variety of shots directing a ball at different speeds, heights and angles?</p> <p><b>Cognitive Skills-</b> Can you evaluate performance and explain what needs to be improved?</p> <p><b>Gymnastics- Mirroring and Contrasting</b></p>	<p><b>Striking &amp; Fielding Games</b></p> <p><b>Physical Skills –</b> Can you show accuracy in striking and fielding skills?</p> <p>Can you select and use skills appropriately in a game situation?</p> <p><b>OAA</b></p> <p>Outdoor and adventurous activities</p> <p>Individual and team challenges.</p> <p>MARRICK RESIDENTIAL</p>



## Highfield Long Term Plan: PE

	<p><b>Physical Skills-</b> Can you throw and catch across the body with one leg balance?</p> <p><b>Cognitive Skills-</b> Can you recognise and suggest patterns of play which will increase chances of success?</p> <p><b>Dance- Mountains-cross curricular link-</b></p> <p><b>Physical Skills-</b> Can you perform a dance using a range of movement patterns to reflect the formation of a mountain.</p> <p><b>Cognitive Skills-</b> Can you work collaboratively communicating clearly with others?</p> <p><b>ATHLETICS</b> Improving on a personal best- number of laps of the running track.</p>	<p><b>Physical Skills-</b> Can you identify and demonstrate contrasting, matching and mirroring balances on the floor and apparatus?</p> <p><b>Cognitive Skills-</b> Can you work co-operatively and sympathetically with a partner or small group?</p> <p><b>REAL PE UNIT 2 SOCIAL SKILLS</b> Teamwork, organising others. Physical skill- dynamic balance and counterbalance with a partner</p> <p><b>CIRCUIT TRAINING AND FITNESS</b> Developing health, fitness and physical fitness through circuit training and improving on previous performance.</p> <p><b>ATHLETICS</b> Improving on a personal best- number of laps of the running track.</p>	<p><b>Real PE UNIT 6</b> <b>Coordination with equipment</b></p> <p><b>Physical Skills –</b> Can you practise different techniques/equipment to find the most suitable for me?</p> <p><b>Personal Skills –</b> Can you recognise my strengths, weaknesses and set myself a challenge?</p> <p><b>Athletics</b></p> <p><b>Physical Skills –</b> Can you run sustaining pace over a longer distance, jump showing power, control and consistency and throw with greater efficiency and increasing accuracy?</p> <p><b>Personal &amp; Social Skills –</b> Can you count, measure and time yourself and others and use this to set personal goals and give peer assessment? Pick out strengths and weaknesses in performances.</p> <p>SPORTS DAY</p> <p><b>ATHLETICS</b> Improving on a personal best- number of laps of the running track.</p>
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### References

Sullivan, L. (2023). *The Primary Physical Education Concept Curriculum*. [online] PE Scholar. Available at: <https://www.pescholar.com/insight/the-primary-physical-education-concept-curriculum/>.