

Long Term Year Plan

PE

One
cycle

PE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | <p><u>Exploring Games</u> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p><u>Obstacle course</u>- Go up steps and stairs, or climb up apparatus, using alternate feet.</p> | <p><u>Nativity</u>- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> | | | | <p><u>Sports Day</u>: Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams.</p> |
| <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> | | | | | | |
| Reception | | <p><u>Games</u> – revise and refine the fundamental movement skills that they have already acquired: rolling, walking, running, skipping, jumping, hopping, climbing.</p> | <p><u>Traditional dances</u> – progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body-strength, balance, co-ordination and agility. Combine different movements with ease and fluency.</p> | <p><u>Ball Skills</u> – further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | <p><u>Gymnastics</u> - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body-strength, balance, co-ordination and agility. Combine different movements with ease and fluency.</p> | <p><u>Sports Day</u> - revise and refine the fundamental movement skills that they have already acquired: rolling, walking, running, skipping, jumping, hopping, climbing. Develop overall body-strength, balance, co-ordination and agility. Combine different movements with ease and fluency.</p> |
| <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes <i>Negotiate space and obstacles safely, with consideration for themselves and others [ELG].</i></p> | | | | | | |
| Year 1 and 2 | <p><u>Bat & ball and Net, Wall, Striking & Fielding</u> Using bat and ball.</p> <ul style="list-style-type: none"> Develop agility, co-ordination and balance <p>Tennis, Cricket, Rounders, Table Tennis, Volley Ball</p> | <p><u>Games-Invasion</u> Developing team games and developing tactics for Attacking V Defending. Team Work/individual</p> <p>Football, Rugby, Benchball, Basketball, Hockey,</p> | <p><u>Gymnastics & Health, Exercise & Fitness</u> Perform dances using simple movement patterns. master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> | <p><u>Dance and movement</u> Simple movement patterns. Repeat short routine</p> | <p><u>Bat & ball and Net, Wall, Striking & Fielding</u></p> <ul style="list-style-type: none"> Using bat and ball. Develop agility, co-ordination and balance <p>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</p> <p>Tennis, Cricket, Rounders, Table Tennis, Volley Ball</p> | <p><u>Athletics and O&A</u> master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Master basic movements (running, jumping, throwing and balances)</p> <p>Basic outdoor challenges and competitions</p> |

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| Year 3 and 4 | <p><u>Bat & ball and Net, Wall, Striking & Fielding</u> Start playing competitive bat & ball and net, wall & striking/interactive games. Team work/individual Roles Basic rules</p> <p>Tennis, Cricket, Rounders, Table Tennis, Volley Ball</p> | <p><u>Games-Invasion</u></p> <p>Invasion games applying attacking and defending principles. Team work/individual Roles Basic Rules</p> <p>Football, Rugby, Netball, Basketball, Hockey,</p> | <p><u>Gymnastics & Health, Exercise & Fitness</u> Mastering movement patterns, jumping, rolls, balances, flexibility and strength. Agility, co-ordination and balance Repeat short sequences.</p> <p><u>Dance</u> ♣ perform dances using a range of movement patterns To perform dances using movement patterns. Fluently perform a routine with sequences and controlled techniques Compare performances (strengths & weaknesses-How to improve)</p> <p>Essentially Dance – Ballroom and Latin</p> | <p>Strike and Field Cricket</p> <p><u>Bat & ball and Net, Wall, Striking & Fielding</u> Start playing competitive bat & ball and net, wall & striking/interactive games. Team work/individual Roles Basic rules</p> <p>Tennis, Cricket, Rounders, Table Tennis, Volley Ball</p> | <p><u>Athletics and O&A</u></p> <p>Demonstrate, run, jump & throwing in simple challenges. Difference from sprinting/endurance runs. How performance could be improved Outdoor challenges individual and as a team. Working on co-ordination and self-discovery.</p> | <p><u>Athletics and O&A</u></p> <p>Demonstrate, run, jump & throwing in simple challenges. Difference from sprinting/endurance runs. How performance could be improved Outdoor challenges individual and as a team. Working on co-ordination and self-discovery.</p> |
| Year 5 and 6 | <p><u>Bat & ball and Net, Wall, Striking & Fielding</u> Develop knowledge in competitive bat & ball and net, wall & striking/interactive games. Roles/responsibilities Officiating Leadership Rules</p> <p>Tennis, Cricket, Rounders, Table Tennis, Volley Ball</p> | <p><u>Games-Invasion</u></p> <p>Invasion games applying attacking and defending principles Team work/individual Roles/responsibilities Officiating Leadership Rules</p> <p>Football, Rugby, Netball, Basketball, Hockey,</p> | <p><u>Gymnastics & Health, Exercise & Fitness</u> Mastering gymnastics movements while comparing and analysing their performances. Individual/Group Variety of fitness classes. Leadership</p> <p><u>Dance</u> ♣ perform dances using a range of movement patterns To perform dances using a wide range of movement patterns confidently. Start to interlink actions, sequences and movements to create a complex routine. Evaluate peers' performance.</p> <p>Street dance/modern</p> | <p><u>Bat & ball and Net, Wall, Striking & Fielding</u> Develop knowledge in competitive bat & ball and net, wall & striking/interactive games. Roles/responsibilities Officiating Leadership Rules</p> <p>Tennis, Cricket, Rounders, Table Tennis, Volley Ball</p> | <p><u>Athletics and O&A</u></p> <p>Difference from sprinting/endurance runs, Power/stamina activities. Show good technique in all events in athletics. Organise & judge events/challenges. How performance could be improved!</p> <p>Competitive outdoor and adventure challenges individually and as a team. Leadership</p> | <p><u>Athletics and O&A</u></p> <p>Difference from sprinting/endurance runs, Power/stamina activities. Show good technique in all events in athletics. Organise & judge events/challenges. How performance could be improved!</p> <p>Competitive outdoor and adventure challenges individually and as a team. Leadership</p> |
| <p style="text-align: center;"><u>Swimming</u> Swim competently, confidently & proficiently over at least 25m. Use a range of strokes Perform safe self-rescue in different situations</p> | | | | | | |