

## Physical Education Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursey	<u>Birth to 3</u> : Walking, running, jumping in different way	<u>3 and 4 year olds</u> : Kicking, throwing, catching balls	<u>3 and 4 year olds</u> : Skipping, hopping and standing on one leg. Participating in group activities which they make up themselves, or in teams	<u>3 and 4 year olds</u> : Develop movement, balancing & ball skills. Use large muscle movements	<u>3 and 4 year olds</u> : Able to use and remember sequences And patterns of movements which are related to music and rhythm	<u>3 and 4 year olds</u> : Continue to develop their movement & balancing, skills. Go up steps and stairs, or climb up apparatus, using alternate feet
Reception	<u>Gymnastics</u> Develop confidence in fundamental movements such as jumping, sliding, rolling, moving over and under apparatus.	<u>Dance</u> Recognise actions can be performed to music and copy, repeat and perform basic actions to music.	<u>Body Management</u> Explore balance and managing own body by being able to stretch, reach and extend in a variety of ways and positions and control the body to perform specific movements on command.	<u>Cooperate &amp; Solve Problems</u> Practice basic movements, including running and jumping and begin to engage in competitive activities.	<u>Manipulation &amp; Co-ordination</u> Send and receive a variety of objects with different body parts, work with others to control objects in space and coordinate body parts in a variety of activities, in different ways.	<u>Speed Agility Travel</u> Change direction at speed through both choice and instructions and perform actions demonstrating changes in speed. Stop, start, pause, prepare.
Year 1	<u>Gymnastics 1</u> Simple gymnastics actions and shapes, applying basic strength and recognising like actions and linking them.	<u>Dance 1</u> Respond to a range of stimuli and types of music, exploring space, direction, levels and speeds and perform with different body parts.	<u>Gymnastics 2</u> Show a range of recognised point balances, introducing and linking turning, twisting, rocking, rolling and unison canon.	<u>Dance 2</u> Move, count, copy and repeat patterns to beats of 8, working as an individual, partner and partner of a group.	<u>Gym 3</u>	<u>Dance 3</u>
	<u>Send &amp; return 1</u> Send an object with increased confidence using hand or bat, moving towards a moving ball to return.	<u>Attack, defend, shoot 1</u> Send and receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills e.g. dribbling with passing.	<u>Run, jump, throw 1</u> Begin to link running and jumping and refine a range of running. Develop throwing techniques to throw over longer distances.	<u>Hit, catch &amp; run</u> Track and retrieve a rolling ball and throw and catch a variety of balls and objects.	<u>Send &amp; return</u> Make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination to use in a game.	<u>Run, jump &amp; throw</u> Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.

Year 2	<u>Gymnastics 1</u> Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.	<u>Dance 1</u> Describe and explain how performers can transition from shapes and balances, challenging themselves to move imaginatively to music, working as part of a group to create and perform.	<u>Gymnastics 2</u> Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements. Attempt to use rhythm while performing a sequence.	<u>Dance 2</u> Perform using more sophisticated formations, using stimuli to copy, repeat and create independent dance actions and motifs.	<u>Gym 3</u>	<u>Dance 3</u>
	<u>Send &amp; return 1</u> Track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games with throwing and catching and sending over a net.	<u>Attack, defend, shoot 1</u> Practice basic movements, including running, jumping etc. and begin to engage in competitive activities.	<u>Run, jump, throw 1</u> Throw and handle a variety of objects and develop power, agility, coordination and balance. Negotiate obstacles showing increased control.	<u>Hit, catch &amp; run 1</u> To develop hitting skills with a variety of bats, further developing feeding/bowling skills and hitting and running to score points in a game.	<u>Run, jump &amp; throw 2</u> Improve running and jumping movements over sustained periods of time. Reflect on activities and make links to healthy lifestyles. Jump for distance and height.	<u>Hit, catch &amp; run 2</u> Work on a variety of ways to score runs in different hit, catch and run games. Work in teams to field, practising being wicketkeeper or backstop.
Year 3	<u>Gymnastics 1</u> Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions and use basic compositional ideas.	<u>Dance 1</u> Practise and put together a performance. Perform using facial expressions and perform with a prop.	<u>Gymnastics 2</u> Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work and show increasing flexibility in shapes and balance.	<u>Dance 2</u> Count and move to beats of 8 and work as an individual, partner and part of a group to copy and repeat movement patterns.	<u>Gymnastics 3</u>	<u>Dance 3</u>
	<u>Hockey</u> Play in a hockey-type invasion game and improve game-based agility. Manipulate objects using a stick and ball with safety and control.	<u>Handball</u> Able to show basic passing and catching skills. Learn basic defensive techniques and implement the rules of handball.	<u>Basketball</u> Perform some basic basketball skills with throwing, catching and dribbling. Build attacking/offensive play and implement some basic rules of basketball.	<u>Tag rugby</u> Handle a rugby ball with confidence and evade attackers using footwork and body control. Link skills to perform as a team in attack and use basic game principles of tag rugby, playing within simpler rules.	<u>Swimming</u> Each pupil is required to be able to do the following:  Perform safe self-rescue in different water based situations.  Swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres  Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	

Year 4	<u>Gymnastics 1</u>	<u>Dance 1</u>	<u>Gymnastics 2</u>	<u>Dance 2</u>	<u>Gymnastics 3</u>	<u>Dance 3</u>
	<u>Swimming</u> Each pupil is required to be able to do the following: Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.				<u>Cricket</u> Develop and apply a range of skills in a competitive context – choosing and using a range of simple tactics in isolation and game context. To consolidate existing skills and apply them with consistency.	<u>Athletics</u> Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.
Year 5	<u>Gymnastics 1</u> Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.	<u>Dance 1</u> Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music.	<u>Gymnastics 2</u> Take responsibility for your own warm up. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions.	<u>Dance 2</u> Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.	<u>Gymnastics 3</u>	<u>Dance 3</u>
	<u>Hockey</u> Combine basic hockey skills such as dribbling and push passes. Select and apply skills in a game. Play effectively in different positions on the pitch, including in defence. Increase power and strength of passes, moving the ball over longer distances.	<u>Football</u> Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed.	<u>Basketball</u> Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.	<u>Tag rugby</u> Combine basic tag rugby skills such as catching and quickly passing in one movement. Select and implement appropriate skills in a game situation. Begin to play effectively when attacking and defending. Increase the power of passes so the ball can be moved quickly over a greater distance.	<u>Cricket</u> Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.	<u>Athletics</u> Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.

Year 6	<u>Gymnastics 1</u> Demonstrate accuracy, consistency and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.	<u>Dance 1</u> Work collaboratively to include more complex compositional ideas. Talk about different dance styles with understanding, using appropriate language and terminology.	<u>Gymnastics 2</u> Perform increasingly complex sequences and combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.	<u>Dance 2</u> Demonstrate narrative through contact and relationships, showing tension through pattern and formation.	<u>Gymnastics 3</u>	<u>Dance 3</u>
	<u>Hockey</u> Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances.	<u>Basket ball</u> Apply aspects of fitness to the game, such as power and strength. Choose and implement a range of strategies to play defensively and offensively and grasp more technical aspects of the game.	<u>Football</u> Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.	<u>Tag rugby</u> Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.	<u>Cricket</u> Apply cricket rules in variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.	<u>Athletics</u> Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.