



# Christopher Pickering Primary School

*Be the Best you can Be!*

Christopher Pickering PE Long Term Plan

## Physical Education



### The Intention of the Physical Education Curriculum

To ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities, achieving their personal best
- lead healthy, active lives
- embrace sporting values (respect, honesty, passion, self-belief, determination, teamwork)

swim competently/confidently and proficiently over a distance of at least 25m



## Programme of Study

### EYFS F1

Children at the expected level of development will:

- (F1) Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- (F2) Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object.
- (F3) Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- (F4) Can stand momentarily on one foot when shown.
- (F5) Can catch a large ball.

### EYFS F2

Children at the expected level of development will:

- (ELG1) Negotiate space and obstacles safely, with consideration for themselves and others;
- (ELG2) Demonstrate strength, balance and coordination when playing;
- (ELG3) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Key Stage 1

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- (P1) 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
- (P2) Participate in team games, developing simple tactics for attacking and defending
- (P3) Perform dances using simple movement patterns.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation 1</b>	Locomotion (walking) (F1) (F2) (F3)	Gymnastics (F1) (F2) (F4)	Locomotion (F1) (F2) (F3)	Ball skills (F1) (F5)	Locomotion (F1) (F2) (F3)	Dance (F1) (F4)



<b>Foundation 2</b>	Locomotion (ELG1) (ELG2) (ELG3)	Ball Skills (hands) (ELG2) (ELG3)	Gymnastics (ELG1) (ELG2) (ELG3)	Dance (ELG1) (ELG2) (ELG3)	Ball Skills (feet) (ELG1) (ELG2) (ELG3)	Games for Understanding (ELG1) (ELG2) (ELG3)
<b>Year 1</b>	Gymnastics (P1) Wide, Narrow, Curled	Gymnastics (P1) Body Parts	Dance (P3) Growing	Dance (P3) The Zoo	FMS (P1) Locomotion Jumping	Health and Wellbeing (P3)
	FMS (P1) (P2) Locomotion running	FMS (P1) (P2) Ball Skills (Hands 1)	FMS (P1) (P2) Ball Skills (feet)	FMS (P1) (P2) Ball Skills (hands 2)	Games for Understanding (P1) (P2)	Health and Wellbeing (P1) (P2)
<b>Year 2</b>	Dance (P3) Water	Dance (P3) Explorers	Gymnastics (P1) Linking	Gymnastics (P1) Pathways	FMS (P3) Locomotion Jumping	Health and Wellbeing (P3)
	FMS (P1) (P2) Ball Skills (hands 1)	FMS (P1) (P2) Ball Skills (feet)	FMS (P1) (P2) Locomotion Dodging	FMS (P1) (P2) Ball Skills (Hands 2)	Games for Understanding (P1) (P2)	Health and Wellbeing (P1) (P2)
<b>Fundamental movement skills (FMS) to be embedded across the KS1 Curriculum</b>						
<b><u>Locomotion</u></b> Walking Running Hopping Skipping Jumping for height Jumping for distance Dodging Side-stepping		<b><u>Stabilisation</u></b> Balancing Landing		<b><u>Manipulation</u></b> Catching Throwing Kicking Striking with the hand Striking with an implement		

### Programme of Study

#### Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:



- (P4) use running, jumping, throwing and catching in isolation and in combination
- (P5) 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
- (P6) develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- (P7) perform dances using a range of movement patterns
- (P8) take part in outdoor and adventurous activity challenges both individually and within a team
- (P9) compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- (P10) swim competently, confidently and proficiently over a distance of at least 25 metres
- (P11) use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

(P12) perform safe self-rescue in different water-based situations.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	A	Swimming (P10, P11, P12)		OAA (P8) Communication and Tactics	Dance (P6, P7) Wild animals or Weather	Invasion (P4) (P5) Rugby	Net and Wall (P5) Tennis
				Gymnastics (P6) Symmetry and Asymmetry	Invasion (P4) (P5) Netball		
	B	OAA (P8) Communication and Tactics	Dance (P6, P7) Wild animals or weather	Swimming (P10, P11, P12)		Athletics (P4) (P6) (P9)	Striking and Fielding (P5) Cricket
		Gymnastics (P6) Symmetry and Asymmetry	Invasion (P4) (P5) Netball				
Year 4		Dance (P6, P7) Cats	OAA (P8) Problem Solving	Dance (P6, P7) Space	Gymnastics (P6) Bridges	Invasion (P4) (P5) Hockey	Invasion (P4) (P5) Tag Rugby



	Invasion (P4) (P5) Basketball	Invasion (P4) (P5) Football	Invasion (P4) (P5) Netball	Net and Wall (P5) Tennis	Striking and Fielding (P5) Cricket	Athletics (P4) (P6) (P9)
<b>Year 5</b>	Gymnastics (P6) Counter Balance and Counter Tension	Health Related Exercise (P9)	Dance (P6, P7) The Circus	OAA (P8) Orienteering	Striking and Fielding (P5) Rounders	Striking and Fielding (P5) Cricket
	Invasion (P4) (P5) Netball	Invasion (P4) (P5) Football	Invasion (P4) (P5) Rugby	Invasion (P4) (P5) Hockey	Net and Wall (P5) Tennis	Athletics (P4) (P6) (P9)
<b>Year 6</b>	Health Related Exercise (P9)	Gymnastics (P6) Matching and Mirroring	OAA (P8) Orienteering	Dance (P6, P7) Carnival	Striking and Fielding (P5) Cricket	Striking and Fielding (P5) Rounders
	Invasion (P4) (P5) Hockey	Invasion (P4) (P5) Netball	Invasion (P4) (P5) Football	Invasion (P4) (P5) Rugby	Athletics (P4) (P6) (P9)	Net and Wall (P5) Tennis
<b>Evaluative skills to be embedded across all areas:</b> (P9) compare their performances with previous ones and demonstrate improvement to achieve their personal best.						