



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
Foundation 1	Locomotion (people who help us) (F1, F2, F3, F4)	Locomotion (winter and Christmas) (F1, F2, F3, F4)	Locomotion (The jungle) (F1, F2, F3, F4)	Locomotion Under the sea (F1, F2, F3, F4)	Locomotion Mini beasts (F1, F2, F3, F4)	Locomotion Pirates (F1, F2, F3, F4)



	Locomotion (outdoor area play) (F1, F2, F3, F4)	Dance Nativity (F1, F3, F4)	Ball skills (improving catching) (F5)	Gymnastics (balancing and movement) (F1, F4)	Ball skills (improving throwing)	Dance Fabulous finish (F1, F3, F4)
Foundation 2	Locomotion (walking) (ELG1) (ELG2) (ELG3)	Ball Skills (hands 1) (ELG1) (ELG2) (ELG3)	Gymnastics (high low, under over) (ELG1) (ELG2) (ELG3)	Ball Skills (feet) (ELG1) (ELG2) (ELG3)	Dance (nursery rhymes) (ELG1) (ELG2) (ELG3)	Games for Understanding (attack v defence) (ELG1) (ELG2) (ELG3)
	Dance (ourselves) (ELG1) (ELG2) (ELG3)	Dance (Nativity) (ELG1) (ELG2) (ELG3)	Locomotion (jumping) (ELG1) (ELG2) (ELG3)	Gymnastics (moving) (ELG1) (ELG2) (ELG3)	Ball Skills (hands 2) (ELG1) (ELG2) (ELG3)	Dance (Fabulous finish) (ELG1) (ELG2) (ELG3)
Year 1	Gymnastics (P1) Wide, Narrow, Curled	Gymnastics (P1) Body Parts	Dance (P3) Growing	Dance (P3) The Zoo	Health and Wellbeing (P1) (P2)	Health and Wellbeing (P3)
	FMS (P1) (P2) Balls Skills (Hands 1)	FMS (P1) (P2) Locomotion running	FMS (P1) (P2) Ball Skills (hands 2)	FMS (P1) (P2) Ball Skills (feet)	FMS (P1) Locomotion Jumping	Games for Understanding (P1) (P2)
Year 2	Dance (P3) Water	Dance (P3) Explorers	Gymnastics (P1) Linking	Gymnastics (P1) Pathways	Health and Wellbeing (P1) (P2)	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)	FMS (P3) Locomotion Jumping
Fundamental movement skills (FMS) to be embedded across the KS1 Curriculum						
<u>Locomotion</u> Walking Running		<u>Stabilisation</u> Balancing Landing		<u>Manipulation</u> Catching Throwing		



Hopping Skipping Jumping for height Jumping for distance Dodging Side-stepping		Kicking Striking with the hand Striking with an implement
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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	OAA (P8) Communication and Tactics	Striking and Fielding (P5) Cricket	Health Related Exercise (P9)	Dance (P6, P7) Weather, Wild Animals, Witches and Wizards	Athletics (P4) (P6) (P9)	Net and Wall (P5) Tennis	
	Gymnastics (P6) Symmetry and Asymmetry	Invasion (P4) (P5) Netball	Invasion (P4) (P5) Hockey	Invasion (P4) (P5) Football	Invasion (P4) (P5) Tag Rugby	Invasion (P4) (P5) Basketball	
Year 4	Dance (P6, P7) Cats, Space, WWII	OAA (P8) Problem Solving	Gymnastics (P6) Bridges	Health Related Exercise (P9)	Invasion (P4) (P5) Hockey	Swimming (P10, P11, P12)	Invasion (P4) (P5) Tag Rugby
	Invasion (P4) (P5) Basketball	Invasion (P4) (P5) Football	Invasion (P4) (P5) Netball	Net and Wall (P5) Tennis	Athletics (P4) (P6) (P9)		Striking and Fielding (P5) Cricket
Year 5	Gymnastics (P6) Counter Balance and Counter Tension	Health Related Exercise (P9)	Dance (P6, P7) Greeks, The Circus	Net and Wall (P5) Tennis	Striking and Fielding (P5) Cricket	Invasion (P4) (P5) Basketball	
	Invasion (P4) (P5) Netball	Invasion (P4) (P5) Football	Invasion (P4) (P5) Rugby	Invasion (P4) (P5) Hockey	OAA (P8) Orienteering	Athletics (P4) (P6) (P9)	
Year 6	Striking and Fielding (P5) Cricket	Gymnastics (P6) Matching and Mirroring	OAA (P8) Leadership	Dance (P6, P7) Carnival, Titanic	Net and Wall (P5) Tennis	Striking and Fielding (P5) Rounders	
	Invasion (P4) (P5) Hockey	Invasion (P4) (P5) Netball	Invasion (P4) (P5) Football	Invasion (P4) (P5) Tag Rugby	Invasion (P4) (P5) Basketball	Athletics (P4) (P6) (P9)	
Evaluative skills to be embedded across all areas: (P9) compare their performances with previous ones and demonstrate improvement to achieve their personal best.							