

Physical Education (PE) Long Term Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EVFS	<u>Fundamental Movement Skills</u>	<u>Move with Max</u> Up in Space	<u>Move with Max</u> Into the woods	<u>Move with Max</u> Jack and the incredibly mean stalk	<u>Move with Max</u> Under the sea	<u>Fundamental Movement Skills</u>
Year 1/2	<u>Games</u> <u>Target</u> Ten-point hoop <u>Games</u> <u>Target</u> Rolla ball	<u>Games</u> <u>Invasion</u> Skittles <u>Gymnastics</u> Assessing Level 1-2 / Balancing Act (Durham)	<u>Dance</u> What's So Funny? (Durham) <u>Games</u> <u>Invasion</u> Three Touch Ball	<u>Games</u> Kick Rounders Beanbag Throw (Durham) <u>Games</u> <u>Net/wall</u> Mini-Tennis	<u>Games</u> <u>Target</u> Boundary Line (Durham) <u>Games</u> Themes and Dreams (Durham)	<u>OAA</u> Where are we going? Gone Fishing (Durham) <u>Athletics</u> Furthest Five Colour Match Off, up and Away (Durham)
Year 3/4	<u>Games</u> <u>Target</u> Handball <u>Games</u> <u>Striking and fielding</u> <u>Runners</u> (Durham)	<u>Games</u> <u>Invasion</u> <u>End Zone</u> (Durham) <u>Gymnastics</u> Assessing Level $\frac{3}{4}$ Partner Work (Durham)	<u>Dance</u> What's So Funny? Assessing level 3/4 (Durham) <u>Games</u> <u>Invasion</u> Football	<u>Games</u> <u>Invasion</u> <u>Grid Rugby</u> (Durham) <u>Games</u> <u>Net/wall</u> Mini-Tennis (Durham)	<u>Games</u> <u>Striking and fielding</u> Zone Cricket <u>Dance</u> Assessing Level 3/4 (Durham)	<u>OAA</u> Where am I? Electric Fence (Durham) <u>Athletics</u> Faster, higher, further Distance Challenge (Durham)
Year 5/6	<u>Games</u> <u>Invasion</u> <u>Wide attach/netball</u> <u>Games</u> <u>Target</u> Handball	<u>Games</u> Football FA skills <u>Gymnastics</u> Assessing Level 4/5 (Durham)	<u>Dance</u> Assessing level 4/5 (Durham) <u>Games</u> <u>Invasion</u> Calling the shots	<u>Games</u> <u>Striking and fielding</u> Pairs Play <u>Games</u> <u>Net/wall</u> What a Racket (Durham)	<u>I Games</u> Kwik cricket <u>Dance</u> Masquerade Assessing level 4/5 (Durham)	<u>OAA</u> Search and rescue Orienteering against the clock (Durham) <u>Athletics</u> Relay Distance challenge Three jump challenge Furthest five (Durham)

Aims

Physical Development Areas of Learning

Physical activity is important in children's all-round development and to enable them to pursue healthy and active lives. Through opportunities to be active, children develop:

- coordination
- control
- precision of movement
- strength
- the habit of exercise
- precision when using small tools correctly

Physical development is split into two categories; Gross Motor and Fine Motor. For the purpose of PE lessons, the main focus will be that of Gross Motor with teacher incorporating Fine Motor into daily activities within the classroom.

EYFS - Content

Gross Motor

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:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

For each half term, there are 5 skills linking to the EYFS Framework, specifically linking to Gross Motor, which need to be focused upon during lessons. These skills should not be taught in isolation and each lesson will include more than one skill following the Move with Max Programme, instead the focus skill will be a main teaching point during the lesson. It is important each lesson encompasses and build on prior skills.

Autumn	Spring	Summer
Fundamental Movement Skills Focus skills: <ul style="list-style-type: none"> •Negotiating space and obstacles safely with the consideration of themselves and others. •Running •Climbing •Balancing •Co-ordination 	Move with Max Into the Woods Focus skills: <ul style="list-style-type: none"> •Rolling •Skipping •Jumping •Striking a ball with an implement •Dancing 	Move with Max Under the Sea Focus skills: <ul style="list-style-type: none"> •Kicking •Throwing •Jump •Catching •Striking a ball with an implement
Key Vocabulary	Key Vocabulary	Key Vocabulary
N - Go, stop, move, run, walk, still, stand R - Space, safe, obstacle, balance, climb, coordinate	N - Move, run, walk, jump, ball, bat, hit, throw, dance R - Space, safe, pause, obstacle, skip, dance, strike, equipment, aim, (relevant equipment), routine	N - Kick, throw, jump, catch, hit, ball R - Overarm, underarm, right, left, stance, aim, target (relevant equipment)
Suggested Texts	Suggested Texts	Suggested Texts
Use of classroom texts to engage the children. For example, Room on the Broom by Julia Donaldson	The Gruffalo by Julia Donaldson	Tony Whale A Fishy Tale by Joshua George
Autumn	Spring	Summer
Move with Max Up in space Focus skills: <ul style="list-style-type: none"> • Negotiating space and obstacles safely with the consideration of themselves and others. •Running •Skipping •Throwing •Balance 	Move with Max Jack and the incredibly mean stalk Focus skills: <ul style="list-style-type: none"> •Negotiating space and obstacles safely with the consideration of themselves and others. •Running •Climbing •Balancing •Co-ordination 	Fundamental Movement Skills (with sports day links) Focus skills: <ul style="list-style-type: none"> •Running •Throwing •Jumping •Skipping •Dance
Key Vocabulary	Key Vocabulary	Key Vocabulary
N - Go, stop, move, run, walk, safe, balance, jump, look R - Space, obstacle, balance, climb, coordinate, skip, throw, underarm, overarm, aim, (relevant equipment)	N - Move, run, pause, climb, lift, still R - Space, safe, obstacle, balance, climb, coordinate, jog	N - Run, throw, catch, jump, skip, dance R - Overarm, underarm, right, left, stance, aim, target (relevant equipment), move, perform, sequence, routine
Suggested Texts	Suggested Texts	Suggested Texts
Aliens Love Underpants by Claire Freedman and Ben Cort	Jack and the Incredibly Mean Stalk by Gemma Cary and Kelly Caswell	Use of classroom texts to engage the children For example, Giraffes Can't Dance by Giles Andreae

Aims

The national curriculum for physical education aims 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
- lead healthy, active lives

KS1 - Content

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:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Year One and Two PE Long Term Plan

Autumn 1	Spring 1	Summer 1
Games Target Ten-point hoop	Dance What's So Funny? (Durham)	Games Target Boundary Line (Durham)
Key vocabulary	Key vocabulary	Key vocabulary
Move, lock, throw, under arm, defend, space, shoot, release, score, control, balance	Character, narrative, communication, gesture, repeat, action, question, stretch, sequence, direction, turn, travel, fast, strong, gentle, gallop, skip, freeze	Defend, space, shoot, release, score, control, balance
Games Target Rolla ball	Games Invasion Three Touch Ball	Dance Themes and Dreams (Durham)
Key vocabulary	Key vocabulary	Key vocabulary
Track, roll, underarm, space, free space, track, throw, roll, catch, send, receive	Receive, shoot, attack, defend, opponent, dodge, score, pass, travel, control, release	Character, narrative, communication, gesture, repeat, action, question, stretch, sequence, direction, turn, travel, fast, strong, gentle, gallop, skip, freeze
Suggested Texts	Suggested Texts	Suggested Texts
Ping vs Pong by Mauro Gatti (Teamwork)	Giraffes Can't Dance by Giles Andreae (Dance)	World at Your Feet by Rob Parker (Ball games/teamwork)
Autumn 2	Spring 2	Summer 2
Games Invasion Skittles	Games Kick Rounders Beanbag Throw (Durham)	OAA Where Are We Going? Gone Fishing (Durham)
Key vocabulary	Key vocabulary	Key vocabulary
	Kicking, following, speed, watching, striking, sprint, placement, score, fielding, tactics	Explore, maps, picture, symbol, trail, problem solving
Gymnastics Assessing Level 1-2 / Balancing Act (Durham)	Games Net/wall Mini-Tennis (Durham)	Athletics Furthest Five Colour Match Off, Up and Away
Key vocabulary	Key vocabulary	Key vocabulary
Floor, mat, sequence, mirror, turn, speed, travel, front support, back support, symmetry, perform, leap, land stretch, balance	Hit, rally, attack, points, court, target, defend, opponent, tactics, score, space, racket	Run, hop, catch, skip, step, directions, forwards, backwards, throw, side wards, high, low, accuracy, distance, sprint, fast, height, slow
Suggested Texts	Suggested Texts	Suggested Texts
Nadia The Girl Who Couldn't Sit Still by Karlin Gray She's Got This by Laurie Hernandez (Gymnastics)	I Am Billy Jean King by Brad Meltzer (Tennis)	The Once Upon a Time Map Book by B G Hennessy (Maps - OAA)

Aims

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KS1 - Content

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:

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

The vocabulary used in lessons should build on KS1 vocabulary and use the following:

Autumn 1	Spring 1	Summer 1
Games Target Handball	Dance What's So Funny? Assessing level 3/4 (Durham)	Games Striking and fielding Zone Cricket
Key vocabulary	Key vocabulary	Key vocabulary
Positions, tactics, faint, bounce pass, decision making, communication, support, marking, awareness, co-ordination	Character, gesture, communication, props, narrative, choreograph, repetition, action, unison	Field, bowler, under arm, overarm, pitch, boundary, wicket, feeder, wicket keeper, innings, umpire, eye-contact
Games Striking and fielding Runners (Durham)	Games Invasion Football	Dance Assessing Level 3/4 (Durham)
Key vocabulary	Key vocabulary	Key vocabulary
Field, bowler, under arm, overarm, pitch, boundary, wicket, feeder, wicket keeper, innings	Positions, tactics, possession, shape, communication, support, marking, dribble, awareness, head-position, dribble, control, time	Character, gesture, communication, props, narrative, choreograph, repetition, action, unison
Suggested Texts	Suggested Texts	Suggested Texts
Ping vs Pong by Mauro Gatti (Teamwork)	Giraffes Can't Dance by Giles Andreae (Dance)	World At Your Feet by Rob Parker (Ball games/teamwork)
Autumn 2	Spring 2	Summer 2
Games Invasion End Zone (Durham)	Games Invasion Grid Rugby (Durham)	OAA Where am I? Electric Fence (Durham)
Key vocabulary	Key vocabulary	Key vocabulary
Positions, tactics, possession, shape, communication, support, marking, dribble, awareness, head-position, dribble, control, time	Possession, try, width, support, track, agility, opponent, defend, pitch, dodge, travel	Strategies, orientate, review, plan, responsibilities, communication, safety, evaluate
Gymnastics Assessing Level 3 Partner Work (Durham)	Games Net/wall Mini-Tennis (Durham)	Athletics Faster, higher, further Distance Challenge (Durham)
Key vocabulary	Key vocabulary	Key vocabulary
Tension, extension, pathway, travel, along, relaxation, partners, counter tension, improve, adapt, balance, control	Singles, court, racket, overhead, striking, sprint, agility, body position, technique, grip, depth, space	Fitness, agility, race, stamina, record, action, stride, dominant, co-ordination, power, breathing
Suggested Texts	Suggested Texts	Suggested Texts
Nadia The Girl Who Couldn't Sit Still by Karlin Gray She's Got This by Laurie Hernandez (Gymnastics)	I Am Billy Jean King by Brad Meltzer (Tennis)	The Once Upon a Time Map Book by B & G Hennessy (Maps - OAA)

The vocabulary used in lessons should build on KS1 vocabulary and use the following:

Autumn 1	Spring 1	Summer 1
Games Target Handball	Dance Assessing level 4/5 (Durham)	Games Kwik cricket
Key vocabulary Possession, shape, intercept, control, varied tactics, evaluate, leader, organization, communication, dummy, , positional awareness, supporting, agility, co-ordination	Key vocabulary Techniques, formation, rhythm, technique, motif, variation, interpret, style, mobilize	Key vocabulary Batting, fielding, feeder, wicket, stance, bowler, wicketkeeper, offside, communication, umpire, organise, innings, non striker, leg-side
Games Invasion Wide attach/netball	Games Invasion Calling the shots	Dance Masquerade Assessing level 4/5 (Durham)
Key vocabulary Formation, center pass, defend, communication, positional awareness, controlled aggression, decision making, varied tactics, support, follow	Key vocabulary Possession, shape, intercept, control, varied tactics, evaluate, leader, organization, communication, dummy, positional awareness, supporting,	Key vocabulary Techniques, formation, rhythm, technique, motif, variation, interpret, style, mobilize
Suggested Texts Ping vs Pong by Mauro Gatti (Teamwork)	Suggested Texts Giraffes Can't Dance by Giles Andreae (Dance)	Suggested Texts World At Your Feet by Rob Parker (Ball games/teamwork)
Autumn 2	Spring 2	Summer 2
Games Football FA skills	Games Striking and fielding Pairs Play	OAA Search and rescue Orienteering against the clock (Durham)
Key vocabulary Possession, shape, intercept, control, varied tactics, evaluate, leader, organization, communication, dummy, positional awareness, supporting, jockey	Key vocabulary Batting, fielding, feeder, wicket, stance, bowler, wicketkeeper, offside, communication, umpire, organise, innings, non-striker, leg-side	Key vocabulary Plan, review, improve, collaborate, contact, orienteer, timing, team work, problem solve, perseverance, barriers, agility reference, strength
Gymnastics Assessing Level 4/5 (Durham)	Games Net/wall What a Racket (Durham)	Athletics Relay Distance challenge Three jump challenge Furthest five (Durham)
Key vocabulary Counterbalance, counter tension, obstacle, straddle over, judgement, aesthetic, inclined, symmetry, asymmetrical	Key vocabulary Forehand, backhand, volley, overhead, singles, doubles, love, width, depth, umpire, fault, volley	Key vocabulary Power, technique, performance, competition, personal best, efficient, javelin, landing, dominant, foul
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