

## Physical Education Long Term Plan

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Foundation Stage</b>	Ongoing provision	<ul style="list-style-type: none"> <li>• Access the outdoor environment during Busy Learning sessions. The outdoor environment includes apparatus for climbing, bikes and scooters, balance beams; footballs, basketball hoops and bats and balls.</li> <li>• Set up obstacle courses utilising equipment including: tunnels, balance beams and stilts that the children have access to during free flow.</li> <li>• Lift and carry blocks and other equipment during their play.</li> <li>• Develop their fine motor skills through carefully chosen activities that are provided within continuous provision such as: cutting, threading, hole punches, tweezers and pipettes.</li> </ul>					
	Termly provision	<ul style="list-style-type: none"> <li>• All children take part in daily fine motor activities.</li> <li>• Fine motor intervention groups for specific children.</li> <li>• Sensory circuits groups for specific children.</li> </ul>	<ul style="list-style-type: none"> <li>• HSSP – Weekly sessions ran to develop the gross motor skills of all children.</li> <li>• Daily fine motor activities for all children.</li> <li>• Fine motor intervention groups for specific children.</li> <li>• Fizzy group for specific children.</li> <li>• Sensory circuits groups for specific children.</li> </ul>	<ul style="list-style-type: none"> <li>• Tennis Skills</li> <li>• Balance ability through dance.</li> <li>• Daily fine motor activities for all children.</li> <li>• Fine motor intervention groups for specific children.</li> <li>• Fizzy group for specific children.</li> <li>• Sensory circuits groups for specific children</li> </ul>			
<b>Year 1</b>	Outdoor PE	Listening skills games	OAA - Trails Trust and Teamwork	Fundamental Skills – Unit 1	Multi-Skills Racket	Fundamentals Skills – Unit 2	Infant Agility (leading to athletics skills)
	Indoor PE	Dance – Toys	Gymnastics – Jumping Jacks Unit 1	Dance – Moving Worlds	Gymnastics – Jumping Jacks Unit 2	Gymnastics – Rock and Roll	Dance - Mexico
<b>Year 2</b>	Outdoor PE	Games (leading to quick cricket)	OAA - Trails Trust and Teamwork	Fundamental Skills – Unit 1	Multi-Skills	Fundamental Skills – Unit 2	Athletics (pre-start athletics)
	Indoor PE	Dance – Magical Friendships	Gymnastics - Points of Contact	Gymnastics - Points of Contact	Dance – Great Fire of London	Gymnastics – Ball, Tall and Wall	Athletics (pre-start athletics)
<b>Year 3</b>	Outdoor PE	OAA - Cooperation, Communication and Consideration	Ball Handling - leading to Tag Rugby	Ball Skills - Net and Racket	Tri Golf	Athletics	Striking and Fielding
	Indoor PE	Dance – Machines	Gymnastics – Key Steps	Gymnastics – Key Steps	Dance - Egyptians	Dance – Cold Places	Gymnastics - Apparatus
<b>Year 4</b>	Outdoor PE	OAA - Cooperation, Communication and Consideration	Swimming and water safety	Invasion Games – Ball on the Ground	Net Games – Tennis	Kwik Cricket / Rounders	Athletics – Pentathlon
	Indoor PE	Dance – The Romans	Gymnastics – Principles of Balance	Gymnastics – Principles of Balance	Dance – The Haka	Gymnastics - Rotation	Sending and Receiving (leading to Tag Rugby)

<b>Year 5</b>	Outdoor PE	Invasion Games – leading to Tag Rugby	Invasion Games – leading to Netball / Handball	Invasion Games – Leading to Hockey	Athletics – Quad Kids	OAA - Cooperation, Communication and Consideration  Circuit Training and Personal Challenge	Striking and Fielding – Kwik Cricket
	Indoor PE	Dance – WW1	Gymnastics – Paired Composition – Unit 1	Gymnastics – Paired Composition – Unit 2	Gymnastics – Press and Go – Unit 1	Dance – Afghanistan Ribbon Dance	Gymnastics – Press and Go – Unit 2
<b>Year 6</b>	Outdoor PE	Invasion Games – Tag Rugby	Invasion Games - Netball	Invasion Games - Hockey	Healthy Active Lifestyles	Athletics – Quad Kids - Decathlon	Striking and Fielding – Kwik Cricket
	Indoor PE	Dance - Medieval	OAA - Cooperation, Communication and Consideration	Gymnastics – Body Symmetry	Basketball	Gymnastics – Group Work	Dance – Ancient Greece

# Progression of Skills

## Dance

YEAR 1	YEAR 2	YEARS 3 & 4	YEARS 5 & 6	Beyond Yr 6
I can copy and explore basic body patterns and movements	I can perform with control and co-ordination	I can improvise freely on my own and with a partner	I can demonstrate precision, control and fluency in response to stimuli	I can perform and create motifs in a variety of dance styles with accuracy and consistency
I can remember simple dance steps and perform them in a controlled manner	I can respond imaginatively to a variety of stimuli	I can translate ideas from a variety of stimuli into movement	I can vary dynamics and develop actions with a partner or as part of a group	I can select and use a wide range of compositional skills to demonstrate ideas and translate into performance
I can choose actions and link them with sounds and music	I can vary the dynamics, levels, speed and direction of my phrase/motif	I can compare, develop and adapt movement motifs to create longer dances. I can use dance vocabulary to compare and improve my work	I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness	I can suggest ways to improve quality of performance showing sound knowledge and understanding
I can safely perform teacher led warm-ups and can describe and discuss others work	I can discuss my own and others work with simple vocabulary. I understand the need for warm up and cool down	I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health	I can modify my performance and that of others. I can organise myself to warm up safely	I can lead my own and others to warm up safely

# Gymnastics

Yr	Unit 1	Core Task	Unit 2	Core Task
1	Jumping Jacks	Choose 2 or 3 different jumping actions and link them together to make a short movement phrase on the floor and apparatus. Make sure you can remember and repeat your movement phrase.	Rock and Roll	Choose 2 – 3 different rocking and rolling actions and link them together into a short movement phrase. Make sure you move smoothly between the actions adding other actions to help as necessary.
2	Points of Contact	Choose at least 2 clear positions of stillness and combine them with other actions to create a short sequence of 3 – 4 actions. Make sure you show different points of contact in your chosen positions of stillness.	Ball, Wall and Tall	Using the floor and apparatus create and perform a sequence of 3 – 4 actions showing the contrasting shapes of ball, tall and wall. Make sure you link the actions smoothly and that you show actions performed on different levels.
3	Patterns and Pathways	Create and perform a floor sequence using travel and balance actions. Make sure the sequence includes an arm pattern, a whole body movement pattern and a clear pathway.	Hand Apparatus	Choose an item of hand apparatus and use it to create and perform a sequence of 4 - 6 different actions. Make sure you show control and co-ordination of both your body movement and the hand apparatus and that you show variety in speed, level and direction.
4	Principles of Balance	Create and perform a floor and apparatus sequence of 4 – 6 actions which combines balances with other actions. Make sure you apply the Principles of Balance so that you can perform your sequence with control.	Rotation	Create and perform a floor sequence of 4 – 6 actions combining the various types of rotational actions with other actions. Make sure your sequence shows control, quality and clarity and changes in speed, level and direction.
5	Press and Go	Create and perform a sequence of 6 – 8 actions which combines press and go actions with other actions. Make sure you show fluency, clear shapes and variety in the ways you involve the apparatus.	Pair Composition	Create and perform a partner floor sequence linking 6 – 8 gymnastics actions. Make sure you develop the composition of the sequence in a variety of ways.
6	Body Symmetry	Create and perform a floor and apparatus sequence of at least 8 gymnastics actions showing a variety of clear symmetrical and asymmetrical shapes. Make sure you practice and refine the sequence to show consistency in the accuracy and quality of movements.	Group Work	Create and perform a group floor and apparatus sequence of at least 8 actions including clear pair and group positions of stillness which you can perform consistently with smooth transitions. Make sure you develop the sequence using a variety of compositional ideas.

## Games

YEAR 1	YEAR 2	YEARS 3 AND 4	YEARS 5 AND 6	Beyond Yr 6
I can stop a ball with basic control	I can stop / catch / strike a ball with control and accuracy	I can control, strike, catch a ball whilst moving and keep possession with some accuracy	I can control, catch, send and receive a ball accurately whilst moving and keeping to the rules.	I can control movement with a ball in an opposed situation whilst moving
I can send a ball in the direction of another person and collect a ball	I can pass a ball to someone else and receive a ball when moving	I can accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending.	I can move with a ball in opposed situations (quicksticks/ football) and attack and defend in a small sided game.	I can combine accurate passing skills / techniques in games
I can take part in sending and receiving activities with a partner	I can take part in conditioned games with opponents	I am beginning to influence the conditioned games with opponents. I can describe what others do well	I can take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance	I can advise and help others in their techniques in a game
I can talk about exercising, safety and short term effects of exercise	I understand about exercising, being safe and the short term effects of exercise	I can talk about why it is important to warm up / cool down and lead a partner through short warm up routines	I understand and can use principles of exercise activities for warming up and recognise how exercise is good for health.	I understand and can explain the short term effects of exercise, warming up and cooling down. I understand and can explain long term effects of exercise.