

P.E – Long term plan 2021-2022

Nursery		
Autumn	Spring	Summer
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg, and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Show a preference for a dominant hand. 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.

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Reception		
Autumn	Spring	Summer
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Manage their own needs. 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Develop overall body-strength, balance, coordination, and agility needed to engage successfully with future physical education sessions • Use their core muscle strength to achieve a good posture when sitting • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.

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Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Fundamental movement skills through Outdoor Games</u></p> <ul style="list-style-type: none"> • To change direction when moving • To identify one technique/skill that I am good at • To identify my best and worst scores 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Can I tense and relax my body? • Can I copy stretches? • Can I begin to curl my body? 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I move around the space safely? • Can I copy a short dance sequence? • Can I create a short dance routine? 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Can I do a front roll? • Can I copy a balance? • Can I copy a sequence with balances in? 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Running and jogging techniques • To run at different speeds • To run in different pathways – curved/straight 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Running and jogging techniques • To run at different speeds • To run in different pathways – curved/straight
<p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I move to music? • Can I copy dance moves? • Can I perform dance moves? 	<p><u>Net and Wall</u></p> <ul style="list-style-type: none"> • Which is the best point to release a ball when throwing? • Throw underarm at a target • Throw underarm to a partner 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> • To bounce a ball with one hand • To move forward whilst bouncing a ball in one hand • To move forwards and backwards whilst bouncing a ball in one hand 	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • To be shown how to hold a hockey stick on the floor • To hit a ball to a target with a bat on the floor • To hit a ball to a partner with a bat on the floor 	<p><u>Football</u></p> <ul style="list-style-type: none"> • To kick a ball with the inside of my foot • To kick a ball towards a target • To kick a ball to a partner 	<p><u>Football</u></p> <ul style="list-style-type: none"> • To kick a ball with the inside of my foot • To kick a ball towards a target • To kick a ball to a partner

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Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Fundamental movement skills through Outdoor Games</u></p> <ul style="list-style-type: none"> • To use a pivot when changing direction • To measure and record my scores • To suggest how to improve scores 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Travelling in a space • Travelling with balances • Creating a simple sequence for traveling 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I show rhythm, speed, direction and level safely in a space? • Use a dance to show a mood or feeling • Make sequence by linking different moods through changes to speeds and rhythms? 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Perform a sequence using forward rolls • Create a sequence on apparatus • Create a sequence with a partner on apparatus 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sprinting, running and jogging techniques • To create my own pathways – curved/straight 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Jump to different differences with a range of techniques • To land safely with control • To create a sequence of different jumps and show it to a partner
<p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I move around the space safely? • Can I dance imaginatively to music? • Copy dance moves with control and coordination of arms and legs • Create a sequence of dance moves using control and coordination 	<p><u>Net and Wall</u></p> <ul style="list-style-type: none"> • To make decisions if it is best to roll or throw a ball • To roll and throw balls in a circle of peers • To uses rolls and throws in a small game situation 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> • To bounce a ball with one hand using fingertips • To move forward whilst bouncing a ball using fingertips • To move forwards and backwards whilst bouncing a ball using fingertips 	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • To be shown how to hit a ball with a bat • To hit a ball to a target with a bat • To hit a ball to a partner with a bat 	<p><u>Football</u></p> <ul style="list-style-type: none"> • Use the inside of my foot to kick and/ or roll in a game • To play within a given 'zone' for a game 	<p><u>Football</u></p> <ul style="list-style-type: none"> • Use the inside of my foot to kick and/ or roll in a game • To play within a given 'zone' for a game • Can they independently decide which is the best 'zone' to be in during a game?

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Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Fitness</u></p> <ul style="list-style-type: none"> • To recap using appropriate pathways for jogging/sprinting • To explain why it is important to warm up and cool down • To be able to name muscle groups used in running activities 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To use turning and spinning in sequences • To use flight in sequences • To adapt their sequences to include different pieces of apparatus 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • To link different moods through changes to rhythm, speed, direction, and level safely in a space by creating a phrase with a partner/small group • To use movement to represent expression • To combine the partner/small group phrases into a dance choreography 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To perform balances with a focus of right-way-up and upside-down • To match and mirror sequences with a partner • To use canon and synchronisation with a partner 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To maintain control with bean bag and hoop races • To adapt running techniques (e.g., long strides, short steps, bent elbows) depending on the race length • To use a tag system to practice relay systems • To introduce the passing of a baton to practice relay systems 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To use a range of implements (e.g. bean bags and tennis balls) to explore throwing • To compare over arm and side on throwing • To be able to jump using one/two feet and swinging arms
<p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I move around the space safely? • To improvise freely, translating ideas from a stimulus into movement to music • To toun, bend, stretch, swing, tilt and jump 	<p><u>Net and Wall</u></p> <ul style="list-style-type: none"> • To bring hands to their chest when catching • To work with a partner to create a number of consecutive catches • To demonstrate the long barrier technique when stopping a rolling ball 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> • To pass the ball to a partner using the bounce pass • To learn how to intercept a bounce pass • To dribble around obstacles 	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • To hold the stick correctly when dribbling • To use the push pash to a partner • To receive a pass using an open stick side 	<p><u>Football</u></p> <ul style="list-style-type: none"> •To recap using the inside of my foot to kick and/ or roll in a game •To recap the best 'zone' to be in during a game • To shoot the ball with my laces • To shoot into a net 	<p><u>Football</u></p> <ul style="list-style-type: none"> • To shoot the ball with my laces • To shoot into a net • To be involved in a passing drill

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Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Fitness</u></p> <ul style="list-style-type: none"> • To recap body positions (e.g. bent elbows, long strides) when running • To be able to explain why warming up is important • To explain why keeping fit is good for your health 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To practice different rolls to travel • To travel in a controlled way on body parts • To include a range of shapes (donkey kicks and pikes) 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • To link different moods through changes to rhythm, speed, direction, and level safely in a space by creating a phrase with a partner/small group • To create clear and fluent dance movements • To follow a teacher on the count of 32 beats • To create their own 32 beat dance (following on from the teachers) 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To create sequences of movement with a partner • To put partner sequences together to form a small group • To include changes of speed and direction in sequences 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To recap running techniques (e.g., long strides, short steps, bent elbows) depending on the race length • To run a short distance of 200m • To sprint a short distance of 100m 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To throw underarm and overarm • To throw and measure the distance of underarm and overarm, setting personal targets • To hit a target (hoop) using underarm and over arm throws
<p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I move around the space safely? • To be able to take leader when working in a group • To use dance to communicate an idea • To work with others to refine their movements and phrases 	<p><u>Net and Wall</u></p> <ul style="list-style-type: none"> • To be able to catch with one hand • To be able to hit a ball with accuracy and control • To introduce the rules of rounders to children • To find a space in the field when you are not in possession of the ball • To work as a team to devise a tactic to remove a batter 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> • To use the bounce pass in a small-sided game situation • To intercept a bounce pass in a small-sided game situation • To dribble around moving obstacles (players) 	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • To know when to use the hit shot • To be able to tackle safely • To evaluate my performance when playing a small game 	<p><u>Football</u></p> <ul style="list-style-type: none"> • To recap the best 'zone' to be in during a game • To shoot the ball with my laces • To shoot into a net • To shoot into a net with a goalkeeper in • To apply a passing drill to my gameplay • To learn how to tackle safely 	<p><u>Football</u></p> <ul style="list-style-type: none"> • To recap passing drills • To shoot into a net with a goalkeeper in • To apply a passing drill to my gameplay • To learn how to tackle safely

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Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Fitness</u></p> <ul style="list-style-type: none"> • To explain the safety principles when preparing for exercise • To explain the effect exercise has on their body • To be able to explain why exercise is important 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To recap on different shapes in gymnastics and add them to jumps • To perform jumps from a range of heights • To extend sequences using jumps 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • To link different moods through changes to rhythm, speed, direction, and level safely in a space by creating a phrase with a partner/small group • To compose their own dances in an imaginative way • To be able to describe, analyse, interpret, and evaluate another groups dance • To lead a cool-down to suit the dance 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To put partner sequences together to form a small group • To include changes of speed and direction in sequences • To recap leaps and spin that are used in gymnastics and link them together • To combine action, balance and shape • To take body weight on hands 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To maintain control when sprinting for 5 seconds and running for 90 seconds • To monitor and give self-improvement targets for running style • To monitor a partner and give peer-improvement targets for running style 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To practice concentration of one-foot and two-foot jumping • To select and apply skills taught in previous years for jumping races • To watch and assess own technique for jumping (e.g., feet position)
<p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I move around the space safely? • To work with others to refine their movements and phrases • To control movements, show clarity, fluency and accuracy • To improvise dances to a particular style • To use steps, formations and patterns from different styles when composing a dance 	<p><u>Net and Wall</u></p> <ul style="list-style-type: none"> • To find a space in the field when you are not in possession of the ball • To be able to catch a ball from all directions (high, low, left and right) • To begin to play a full rounders match • To incorporate tactics into a rounders match 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> • To dribble around moving obstacles (players) • To develop the W catching technique • To practice shooting in different zones to earn different points 	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • To know the rules for holding and handling a hockey stick • To be able to use passing to move into the oppositions area • To be able to tackle safely in a game situation 	<p><u>Football</u></p> <ul style="list-style-type: none"> • To recap passing drills to my gameplay • To recap how to tackle safely • To control the ball with the inside of my foot 	<p><u>Football</u></p> <ul style="list-style-type: none"> • To recap the best 'zone' to be in during a game • To apply safe tackling to a match situation • To position myself in the centre of the goal and display appropriate movement as a goalkeeper

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Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Fitness</u></p> <ul style="list-style-type: none"> • To make up and remember stretch exercises that increase the range of movement safely • To stretch the muscles raising the heart rate slowly • To breathe and gradually calm the body down after exercise 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Can I move around the space safely? • To edit an existing sequence along a different pathway • To edit an existing sequence to include a piece of apparatus • To reverse the order of a sequence • To put partner sequences together to form a small group 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • To link different moods through changes to rhythm, speed, direction, and level safely in a space • To be able to create their own success criteria for a dance • To be able to analyse their own dance and explain why they included a style or skill • To help other groups by suggesting improvements to their dance 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To recap leaps and spin that are used in gymnastics and link them together • To devise, perform and repeat sequences that include travel, body shapes and balances. • To organize a sequence to a time limit • To make up a sequence using all: floor, mats and apparatus that is available 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To lead a range of warm up activities explain how warming up affects their performance • To sustain a 7 second sprint • To sustain a 120 second run 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To practice concentration of one-foot and two-foot jumping • To select and apply skills taught in previous years for jumping races • To watch and assess own technique for jumping (e.g. feet position)
<p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I move around the space safely? • To work with others to refine movements, show clarity, fluency, and accuracy • To include and know the language of extension, tension, flow, timing, and unison in their phrases • To select their own music to accompany the style and character of their dance 	<p><u>Net and Wall</u></p> <ul style="list-style-type: none"> • To demonstrate the correct technique for bowling in cricket • To demonstrate the correct technique for batting in cricket • To understand why a bowler should vary where they bowl the ball • To demonstrate a forearm, backhand and overarm serve with a partner (with a net) 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> • To dribble around moving obstacles (players) • To apply the W catching technique to my game situations • To use the different point zones to score whilst playing a game 	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • To understand the importance of passing in a team game • To use all passing, tackling, shooting and receiving skills in a game situation • To evaluate their own performance and that of their teammates 	<p><u>Football</u></p> <ul style="list-style-type: none"> • To recap passing drills to my gameplay • To recap how to tackle safely • To control the ball with my chest • To be introduced to kick ups to improve my ball control 	<p><u>Football</u></p> <ul style="list-style-type: none"> • To recap the best 'zone' to be in during a game • To apply safe tackling to a match situation • To apply the W technique when playing as a goalkeeper