



PE Long term plan from EYFS to KS2



EYFS to KS 2

Early Years

At Whitkirk, we incorporate physical development into all aspects of the school day. A fine motor 'Finger Gym' is continually enhanced to provide fine motor next steps, a play dough malleable area is equally enhanced to provide tools and equipment to strengthen key finger muscles to support writing development. Outside, in the garden, we have monkey bars, a climbing frame and a firefighter's pole which are used daily to enhance shoulder, arm, and stomach muscles groups. Large chalks, paint brushes, ribbons and throwing, kicking, and catching equipment are also made accessible during planned outdoor activities. Weekly PE focuses on gross motor movements including dance, gymnastics, ball skills and athletics.

Early learning Goals

Gross Motor

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

Fine Motor

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

National Curriculum Aims:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

- 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.

School aims – skills, attitudes and knowledge that we would like all children to develop on their journey through the school

Sport, exercise, dance and gymnastics provide a fantastic platform on which to build a huge range of skills. We want our children to:

- Know how to stay fit and healthy, understand the importance of exercise and live healthy lives
- Enjoy being active, and as a result choose to engage in sport, exercise, dance and gymnastics in their free time, both in and out of school
 - Understand how to work as a team to achieve a common goal, agreeing rules, roles and tactics, and sharing responsibility for outcomes
- Be introduced to a broad range of sports, primarily through the taught curriculum, but also through lunchtime activities and after-school clubs (all of which are free to join), so that they can find the one that will become their passion
- Play competitively, taking pride in their accomplishments and relishing the opportunity to represent their class, house, school or town
- Learn about winning and losing in a safe environment
- Develop a sense of fair play, respecting players, officials and the rules of a game

PE Long term plan from EYFS to KS2

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Throughout continuous provision	The development of fine and gross motor occurs daily through access to continuous provision indoors and outdoors. Activities in the outdoor area such as sweeping using large brushes, access to the monkey bars, climbing up the climbing frame and scooters all support development of gross motor skills daily. Access to the threading, play dough, a designated Finger Gym area and crafting opportunities for painting and cutting also enhance the acquisition of fine motor muscles. Provision is reflected upon and enhanced weekly.					
Personal hygiene wellbeing and independence	Personal hygiene and independence covered throughout the year through daily snack time, lunch, weekly PE sessions and visitors: <ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly • Make healthy choices about food, drink, activity and toothbrushing • Eat independently using a knife and fork • Know and talk about sensible amounts of 'screen time' • Know and talk about how to be a safe pedestrian 					
Gross Motor	<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. • Use large-muscle movements to wave flags and streamers, paint and make marks 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully dance, gymnastics, sport and swimming 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 	<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely • Confidently run, skip, jump, hop and climb
Fine Motor	<ul style="list-style-type: none"> • Show a preference for a dominant hand • Make lines and marks to represent meaning 	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole dug with a trowel 	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing 	
PE sessions throughout each term focus (focus on gross motor)	Dance Carnival of the Animals Focus on listening and responding to the music and negotiating space	Dance Samba Carnival (iMoves) Focus on co-ordination and responding to music	Gymnastics Focus on controlled movements, balance and coordination	Dance Fairytale (iMoves) Focus on moving in response and in time to music using coordination and balance	Ball skills Focus on throwing, catching and kicking. Showing control	Team games / athletics Focus on following rules, coordination, listening and responding to others
Handwriting development	<ul style="list-style-type: none"> • Comfortable grip with good control when holding pens and pencils • Introduce 'Crocodile Snap' pencil grip to encourage tripod grip 	<ul style="list-style-type: none"> • With guidance, able to use the pincer grip 	<ul style="list-style-type: none"> • Able to independently use the pincer grip when holding writing tools • Start to form letters using the RWI letter formation rhymes 	<ul style="list-style-type: none"> • Able to form some letters correctly following the RWI letter formation 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient using the tripod pencil grip 	

PE Long term plan from EYFS to KS2

Reception	
Gymnastics	<p><u>Travelling</u></p> <ul style="list-style-type: none"> • Use space safely. • Recognise directions and travel with control. • Identify and use different parts of the body. • Work co-operatively to move simple apparatus. • To travel with control in a variety of ways. • To show an awareness of contrasts in speed and level. • To show an awareness of space and share space safely. • To know, understand and show safe use of apparatus. <p><u>Stretching & Curling</u></p> <ul style="list-style-type: none"> • To travel & balance with control when holding stretched or curled shapes. • To stop and start on a given signal and share space safely. • To show an awareness of contrasts in level. • To link together two movements. <p><u>Travelling Taking Weight on Different Body Parts</u></p> <ul style="list-style-type: none"> • To travel with control on different body parts. • To show an awareness of different speeds and levels. • Link movements together. • To safely transfer work from the floor to apparatus.
Games	<p><u>Focus on using a ball</u></p> <ul style="list-style-type: none"> • To send and receive a ball with increasing confidence and control. • To develop co-ordination when steering, bouncing or kicking a ball. • To show an awareness of space and share space safely. • To know, understand and show use of equipment. <p><u>Focus on using ropes, bats and balls.</u></p> <ul style="list-style-type: none"> • To use a bat and ball in a safe, coordinated and controlled manner in simple, limited activities. • To send and receive a ball with a partner. • To show an awareness of personal space (swinging a bat) and general space. • To use space and equipment safely.

PE Long term plan from EYFS to KS2

Year 1

Gymnastics

Flight

- Hop, bounce, skip in different directions, forwards, sideways, backwards
- Bounce using feet in different combinations & repeat a pattern of movements
- Jump from 1 foot to 2 feet & from 1 foot to the other & understand how to land safely.
- Identify, describe & show thin shapes, stars shapes & turning jumps.
- Understand high & low levels & link 2 jumps with low level movement
- Apply, adapt & transfer all these ideas, actions & linked movements to simple, low-level apparatus at every stage of learning.

Points & Patches

- Demonstrate different ways of travelling on small and large parts of the body.
- Know which small parts of the body can safely take weight and show high and low balanced positions using different combinations.
- Balance upon large parts & know how to make the shape of the balance
- Select balances & link them together showing control & change of speed.
- Make a simple shape for a partner to step over or travel underneath.
- Select, apply, adapt & transfer all these ideas, actions & linked movements to simple, low-level apparatus at every stage of learning.

Rocking & Rolling

- Know, understand, and show which parts of the body can be used for spinning or rocking.
- Rock on different body parts to stand up or turn over.
- Know & understanding the safety implications involved in various types of rolling & be able to show rolling sideways in curled & stretched shapes & move into and out of a sideways roll in different ways.
- Link together a jump, safe landing & rolling action showing different combinations of shapes and stretched position.
- Apply, adapt & transfer these ideas to appropriate apparatus.

Wide/Narrow/Curled

- Observe, copy and describe the movements of others' & show a variety of wide & narrow balances.
- Travel showing long and narrow, wide & short shapes.
- Know & use a variety of ways of travelling in a curled-up shape.
- Travel & balance showing an understanding of close to the grounds or apparatus & far away from the ground or apparatus.
- Understand the safety implications and show a tucked jump.
- Join together jump, turning movement & stretched balance.
- Transfer, adapt and apply skills, ideas and linked movements to apparatus at every stage of learning.

PE Long term plan from EYFS to KS2

Games	<p><u>Balls Skills and Games</u></p> <ul style="list-style-type: none"> • Demonstrate co-ordination when passing a ball around different parts of the body. • Bounce and pat-bounce a ball with a degree of control. • Understand how to send, receive, kick and dribble a ball and practise to improve the skills. • Show a degree of control when sending and receiving a range of equipment. • Understand that they must 'get in line with a ball to receive it'. • Send a ball in various ways to play individual target games or target games with a partner. <p><u>Throwing & Catching- aiming games.</u></p> <ul style="list-style-type: none"> • Know and show, both individually and in pairs, how to throw and catch using a variety of apparatus. • Send a ball, beanbag or quoit over-handed, using under arm throw, roll or 'skim' and kick. • Aim consistently between, into, at or over a variety of targets using a range of small equipment. • Understand the concept of aiming games and how to make their games harder. • Play an aiming game co-operatively with a partner and 'keep the score'. <p><u>Bat/ball skills/skipping</u></p> <ul style="list-style-type: none"> • Steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms. • Balance a ball on a bat when still or walking. • Hit a ball with a bat, upwards and downwards with some control. • Send a ball along the ground and through the air for a partner to catch or receive. • Understand and show skipping with a rope • Use steering, hitting along the ground and hitting through the air to play individual and co-operative target games. <p><u>Developing Partner Work</u></p> <ul style="list-style-type: none"> • Play safely with a partner in running games and when using equipment. • Throw and catch individually and in pairs using a variety of apparatus including hoops. • Kick and dribble a ball with control and roll and retrieve a hoop. • Practise and develop their sending and receiving skills in cooperative games with a partner. • Demonstrate how to change a game to make it harder. •
Athletics	<p><u>Unit 1</u></p> <ul style="list-style-type: none"> • Remember & repeat a series of running, throwing and jumping activities with growing control. • Familiarise themselves with equipment and use it appropriately. • Recognise how their bodies feel in different activities. • Watch, copy & describe what others have done. <p><u>Unit 2</u></p> <ul style="list-style-type: none"> • To remember, repeat and link combinations of actions. • To choose equipment suitable for the task or challenge. • To describe what their bodies feel like during different activities. • To watch, copy & describe what others have done.

PE Long term plan from EYFS to KS2

Year 2

Gymnastics

Parts of the Body High & Parts Low

- Show various ways of travelling and balancing with the body close to, or far away from, the ground or apparatus.
- Understand & demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground.
- Take weight confidently on hands to lift the feet high.
- Plan and link together 2 or 3 movements showing control & co-ordination.
- Travel underneath a partner who is holding a balanced bridge position.
- Transfer, modify & apply the ideas & kinked movements to appropriate apparatus at every stage of learning with the emphasis being on body parts close to, and far away from, apparatus.

Pathways

- Understand & show different pathways on the floor or apparatus
- Show an understanding of different speeds and levels
- Understand and identify appropriate movements to travel along different shaped pathways.
- Select and link together 3 different ways of travelling to create an interesting pathway. The sequence should show a definite beginning, middle and end.
- Observe and copy a partner in 'Follow-my-leader' formations to show different pathways and link appropriate movements.
- The knowledge, understanding, individual skills and linked movements should be transferred and applied to apparatus at every stage of learning.

Spinning/Turning/Twisting

- Understand and show a variety of controlled turning jumps.
- Understand the safety implications and show a variety of rolls and spins on different parts of the body showing contrast in speed
- Link together a turning movement in the air with a turning or spinning movement on the floor using a jump.
- Understand that 'fixing' one half of the body to the floor, and then turning the other half produces a twisted position and show various ways of moving out of it.
- Transfer, adapt and apply all these ideas to apparatus at every stage of learning.

Linking Movements

- Understand how one movement can link with another smoothly and continuously and that movements can be performed at different speeds and on different levels.
- Understand and perform movements where different parts of the body lead into a forward roll.
- Compose a short sequence of 3 or more movements using different combinations of travel, roll, balance & jump and show changes of direction.
- Perform a simple sequence with a partner
- Transfer, adapt and apply all these ideas to apparatus at every stage of learning.

PE Long term plan from EYFS to KS2

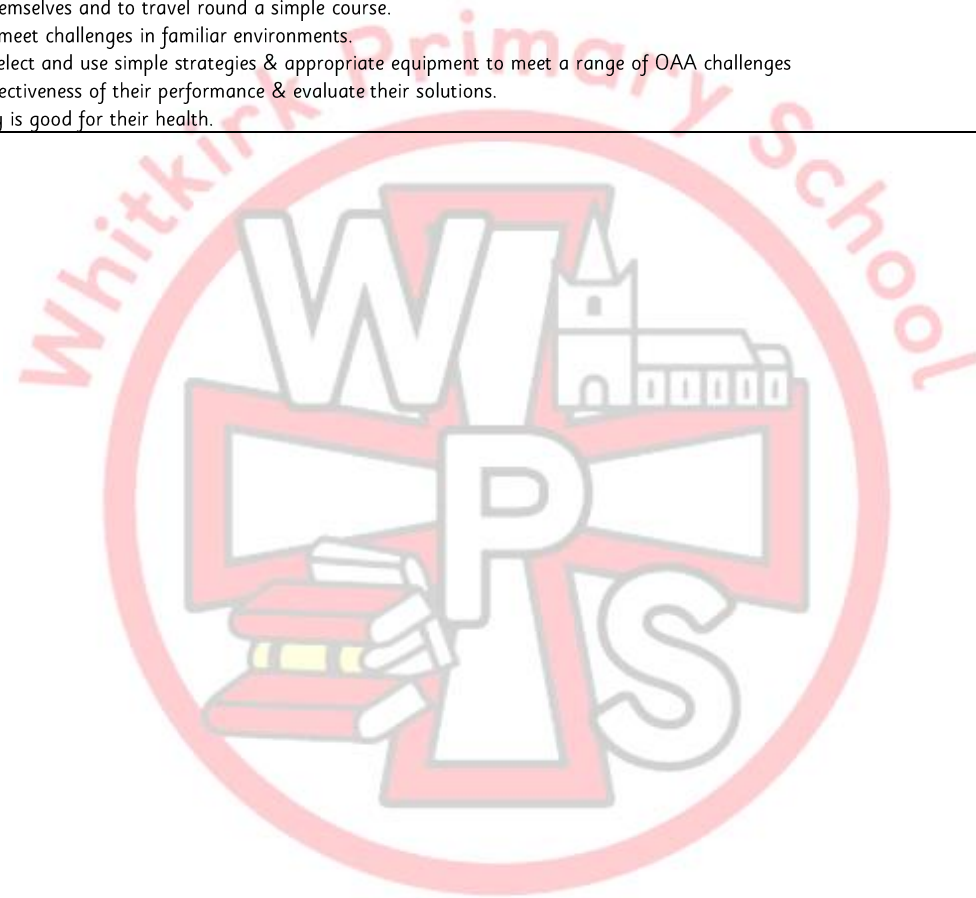
Games	<p><u>Throwing & Catching/Inventing Games</u></p> <ul style="list-style-type: none"> • Throw, catch and bounce with two hands, or one hand, or different parts of the body, using a variety of apparatus. • Understand and use 'Beat Your own Record' activities to put skills under pressure and improve performances. • Throw, catch and bounce when in stationary position or moving about the playing area. • Understand and use a range of strategies for making games harder. • Understand how to make up the rules and score points. <p><u>Creative Games Making</u></p> <ul style="list-style-type: none"> • Send and receive with consistency, co-ordination and control using a variety of apparatus. • Demonstrate accuracy when using hands and feet in different ways to pass or aim. • Understand and use simple tactics eg passing at different angles to outwit an opponent. • Observe and copy a partners' game and then improve it. • Choose and use appropriate apparatus for games they create. • Make up rules and know how to make the game harder. <p><u>Dribbling, Kicking & Hitting</u></p> <ul style="list-style-type: none"> • Show continuous and controlled dribbling with hands, feet, bat or stick and know how to change speed and direction. • Understand and demonstrate striking, passing and receiving with a partner using a range of apparatus. • Identify and use simple attacking and defending strategies eg varying height of a pass • Play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate skills. • Know how to score and understand how to improve. <p><u>Group Games & Inventing Rules</u></p> <ul style="list-style-type: none"> • Demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills. • Select appropriate apparatus when playing games and demonstrate quicker passing and receiving skills. • Play with confidence in varying group formations eg 2v2, 4v4, 3v1 etc • Invent rules and explain how they improve the game. • Understand and use simple tactics to work as a team • When defending there must always be one person between the goal and the person with the ball.
Athletics	<p><u>Unit 1</u></p> <ul style="list-style-type: none"> • Use their bodies & a variety of equipment with greater control and co-ordination. • Choose skills suitable for the challenges. • Describe what their bodies feel like during different activities. • Watch and describe what others have done. <p><u>Unit 2</u></p> <ul style="list-style-type: none"> • Remember, repeat & link combinations of actions with greater control and co-ordination. • Choose equipment to help them meet the challenges set. • Describe what their bodies feel like during exercise. • Watch and describe what others have done.

PE Long term plan from EYFS to KS2

Year 3	
Gymnastics	<p><u>Stretching & Curling</u></p> <ul style="list-style-type: none"> Travel showing a range of stretched and curled shapes and join together 2 or more contrasting actions. Demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions. Identify and perform matching shapes with a partner, one behind another, side by side or passing over a partner. Compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds and be able to identify what adaptations are required to enhance the overall performance. Adapt and transfer all these ideas and skills onto apparatus. <p><u>Symmetry & Asymmetry</u></p> <ul style="list-style-type: none"> Know what symmetry and asymmetry means and demonstrate these with balances with their body. Be able jump, roll or spin showing symmetrical shapes on different levels. Link movements together smoothly. Begin to analyse their own and others' work. Perform simple matching sequences (side by side) with a partner to show symmetrical/asymmetrical balances. Adapt and transfer all these ideas and skills onto apparatus. <p><u>Pathways</u></p> <ul style="list-style-type: none"> Understand & identify flexible/direct pathways and demonstrate different ways of travelling fluently. Understand & show different speeds and levels of travel. (accelerate and decelerate) Create individual and partner sequences. Adapt and transfer all these ideas and skills onto apparatus. <p><u>Travelling with changes in direction</u></p> <ul style="list-style-type: none"> Understand and demonstrate $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ jumps. Moved in a variety of ways. Identify change of face and select movements to create sequences of these. Adapt and transfer all these ideas and skills onto apparatus.
Games	<p><u>Ball Skills/Invasion Games</u></p> <ul style="list-style-type: none"> Accurately pass & receive a range of balls in different ways with hands Demonstrate control when dribbling, passing and receiving with feet. Signal for the ball and pass and receive in sequential order Pass and receive on the move and signal for the ball to retain possession and show progression down the pitch. Explain why their team succeeded in these activities. Play with confidence in various small game formations (eg 2v1, 3v1, 3v2, 2v2, 3v3 etc) <p><u>Creative Games Making</u></p> <ul style="list-style-type: none"> Demonstrate previously learned skills in independently constructed group games. Work co-operatively and creatively in a group of specified numbers to achieve a given object using a limited choice of equipment Plan and adjust rules and strategies to make the game fairer, safer and more challenging. Describe the format and intention of the game and explain why particular rules have been made. Watch other games and explain where they can be improved. Know how to use space in games.
Athletics	<p>Unit 1</p> <ul style="list-style-type: none"> Run at fast, medium & slow speeds and be able to change speed and direction. Create their own patterns & link jumping activities with some fluency, control & consistency. Confidently take part in arrange of relay activities. Throw a range of objects. Understand that they can change their method of throwing to be more accurate or throw further distances. Recognise when their heart rate, breathing and temperature have changed with activity. <p>Unit 2</p>

PE Long term plan from EYFS to KS2

	<ul style="list-style-type: none"> • Run consistently and smoothly over different distances. • Demonstrate different combinations of jumps. • Throw a range of objects consistently and accurately. • Recognise there are different styles of running, jumping and throwing & that they need to choose the appropriate ones. • Understand about pacing. • Carry out mobility and warm up activities safely. •
OAA	<ul style="list-style-type: none"> • Acquire and develop a range of orientation and problem-solving skills. • Use the skills to orientate themselves and to travel round a simple course. • Follow appropriate trails to meet challenges in familiar environments. • Collaborate with others to select and use simple strategies & appropriate equipment to meet a range of OAA challenges • Recognise & describe the effectiveness of their performance & evaluate their solutions. • Explain why physical activity is good for their health.

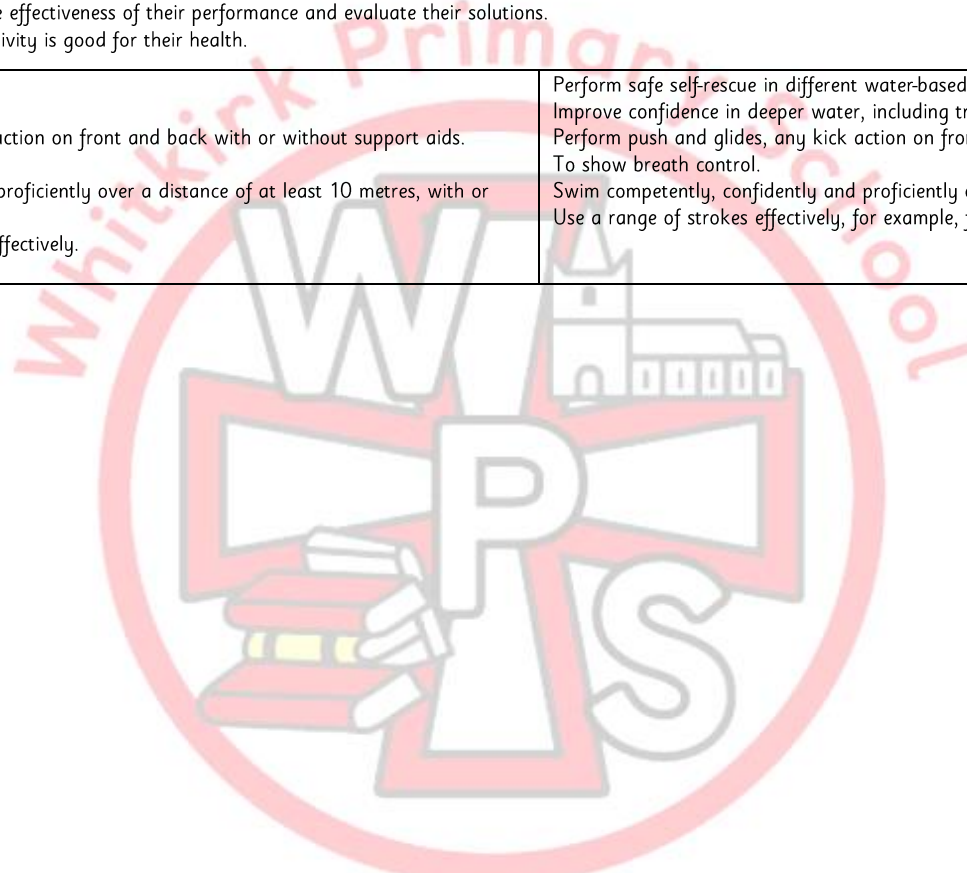


PE Long term plan from EYFS to KS2

Year 4	
Gymnastics	<p><u>Balance</u></p> <ul style="list-style-type: none"> Identify different body parts that support balances and identify which ones make the most stable bases. Demonstrate a range of balance positions with high feet, understanding about body tension. Demonstrate different balances – wide, narrow, curled, symmetrical and asymmetrical with tension Adapt and transfer all these ideas and skills onto apparatus. <p><u>Receiving body weight</u></p> <ul style="list-style-type: none"> Show a variety, jumping, rolling & balancing skills & understand how different body parts are capable of receiving weight Identify & use skills which transfer weight from feet to hands & back again. Move smoothly into & from a balance & link balances with travelling & rolling actions. Show an understanding of shapes, levels & speeds. Adapt and transfer all these ideas and skills onto apparatus. <p><u>Rolling</u></p> <ul style="list-style-type: none"> Identify & show at least two different types of rolls in different directions sideways, forwards, backwards, & understand that they can be performed at different speeds Understand how to sink down into a roll on the floor & match different types of jumps with different types of rolls Create a sequence with a partner to show different rolls with jumps, balances & travelling movements Make simple assessments of performance & composition based on criteria given by the teacher Adapt and transfer all these ideas and skills onto apparatus.
Games	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> Play confidently in small-sided invasion games using various formations. Use a range of techniques to pass and travel with a ball Use a range of tactics to keep possession of the ball and get into position to shoot or score. Understand how to dodge, mark, signal for the ball and intercept. Play within the rules. Recognise aspect that need improving. <p><u>Striking & Fielding</u></p> <ul style="list-style-type: none"> Know and use different ways of sending into and fielding from different directions. Throw accurately and be a reliable bowler or feeder of the ball Strike a ball along the ground or through the air in different directions with control. Understand how to direct or place a ball into spaces in order to score and how best to intercept and field the ball to return it. Combine the skills to play small-sided striking fielding games to show an understanding of simple attacking and defending strategies.
Athletics	<p><u>Unit 1</u></p> <ul style="list-style-type: none"> Run at different speeds smoothly and with consistency. Demonstrate combinations of jumps, showing control, co-ordination & consistency. Throw a range of objects into a target area accurately. Recognise that there are different throwing, running and jumping styles and be able to choose the appropriate one for different situations. Understand about pacing so they can keep going and maintain the quality of their actions. Recognise that different events make different demands on the body. Identify when the body is cool, warm, hot and record it. Watch and describe specific aspects of running, throwing and jumping and suggest ways of improving <p><u>Unit 2</u></p> <ul style="list-style-type: none"> Know and be able to demonstrate the differences in sprinting and running for sustained period of time. Know and be able to demonstrate a range of throwing techniques. Throw power and accuracy into a target area. Play different role in small groups. Relate different types of activities to different heart rates and body temperatures.

PE Long term plan from EYFS to KS2

	<ul style="list-style-type: none"> Compare and contrast performances using appropriate language. 	
OAA	<ul style="list-style-type: none"> Acquire & develop a range of orientation and problem-solving skills. Use the skills to orientate themselves & to travel round a simple course. Follow appropriate trails to meet challenges in familiar environments Collaborate with others to select and use simple strategies & appropriate equipment to meet a range of OAA challenges Recognise & describe the effectiveness of their performance and evaluate their solutions. Explain why physical activity is good for their health. 	
Swimming	<p>Develop basic pool safety skills. Improve confidence in water. Perform push and glides, any kick action on front and back with or without support aids. Develop breath control. Swim competently and confidently proficiently over a distance of at least 10 metres, with or without support aids. Use breast stroke and backstroke effectively.</p>	<p>Perform safe self-rescue in different water-based situations. Improve confidence in deeper water, including treading water. Perform push and glides, any kick action on front and back without support aids. To show breath control. Swim competently, confidently and proficiently over a distance of at least 25 metres without aids. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke</p>



PE Long term plan from EYFS to KS2

Year 5	
Gymnastics	<p><u>Bridges</u></p> <ul style="list-style-type: none"> Identify & show a range of bridge shapes with back, front or side towards the floor or apparatus. Understand & demonstrate a variety and high- & low-level bridges & join two together with a rolling movement Travel in different directions showing a variety of bridge shapes Understand how to move smoothly into & from a variety of bridge shapes individually & with a partner & create a sequence using variations in levels, speeds & directions. Understand the range of movements necessary to create a balanced sequence & be able to recognise when is absent. Adapt and transfer all these ideas and skills onto apparatus. <p><u>Flight</u></p> <ul style="list-style-type: none"> Identify & show five basic jumps – 1 foot to 1 foot, 1 foot to other foot, 1 foot to 2 feet, 2 feet to 2 feet & 2 feet to 1 foot. Demonstrate a variety of clear body shapes in the air Understand how to take off and land safely in different directions & join 3 jumps or a jump & a roll showing variation in pathway. Spring from feet to hands & back to feet again. With partner join together in a controlled manner a jump & roll to show contrasting body shapes Compose a sequence showing 2 different jumps, landings & rolls, and one action of flight taking weight from feet to hands to feet. Transfer all these skills and principles to suitable apparatus with safe & adequate landing areas. <p><u>Functional Use of Limbs</u></p> <ul style="list-style-type: none"> Know & can show a range of travelling & jumping activities initiated by pushing & pulling on the floor or apparatus Demonstrate pushing & pulling against the floor & pushing/pulling/gripping against the apparatus to hold a balanced position Travel using swinging to initiate the movement eg kicking horses, cartwheels, scissor jumps Identify 7 show various ways of gripping apparatus with hands & different body parts to climb, swing & spring onto/off/over or balance. Link 2 jumps and 3 balances with travelling & rolling movements to create a sequence which uses planned variations in body shape, speed & direction. Transfer the knowledge, skills & understanding onto apparatus & recognise how the possible range of activities is extended. <p><u>Spinning & Turning</u></p> <ul style="list-style-type: none"> Understand that spinning occurs around a body part in contact with the floor & shows a variety of shapes & speeds when spinning on different body parts. Identify a variety of rotations around the long axis (imaginary line head to feet) eg turning jumps, sideways rolls, turning on hands Know & understand that rotation around the side-to-side axis (imaginary line through the hips) involves mostly rocking, forward & backwards rolling, & extension work into walkovers & handsprings Understand & show turning around the front & back axis (imaginary line through the stomach to the base of the spine) eg sideways shoulder rolls & cartwheels Select a spin & three rotations around different axes & link them with travelling & balance to form a sequence showing planned variations in shape, speed & direction. Adapt & transfer the skills, principles & sequences onto appropriate apparatus at every stage of learning
	<p><u>Games</u></p> <p><u>Net/Wall Games</u></p> <ul style="list-style-type: none"> Play shots on both sides of the body and from above the head with reasonable control. Understand how to position their bodies to receive a ball coming from different heights and angles. Recognise where there are spaces on an opponent's court and try to hit into them. Recognise which things they need to practice more. Understand and apply net/wall principles to a range of small- sided games. <p><u>Invasion Games (Ball Handling, Kicking & Implementing)</u></p> <ul style="list-style-type: none"> Choose skills which met the specific needs of the ball- handling and kicking and implement invasion games, eg passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting. Understand and show how a team can retain possession and find ways of progressing towards an opponent's goal. Know how to mark an opponent effectively and defend the goal. Demonstrate a range of skills using 1 or 2 hands, feet or implement for passing and receiving. Carry, bounce and dribble the ball in a controlled manner whilst moving. Find and use space to help their team and use a variety of tactics to keep the ball eg changing speed and direction. Work as a team in various small-sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the games. <p><u>Striking/Fielding Games</u></p> <ul style="list-style-type: none"> Use a rounders bat or a cricket shaped bat with confidence. Strike and throw the ball with reasonable accuracy and consistency. Bowl underarm so the ball arrives appropriately for the batter to hit it. Understand when and how to move when fielding a ball Play confidently in a range of small-sided striking/fielding games using different types of bats, balls and rules and experience all roles.

PE Long term plan from EYFS to KS2

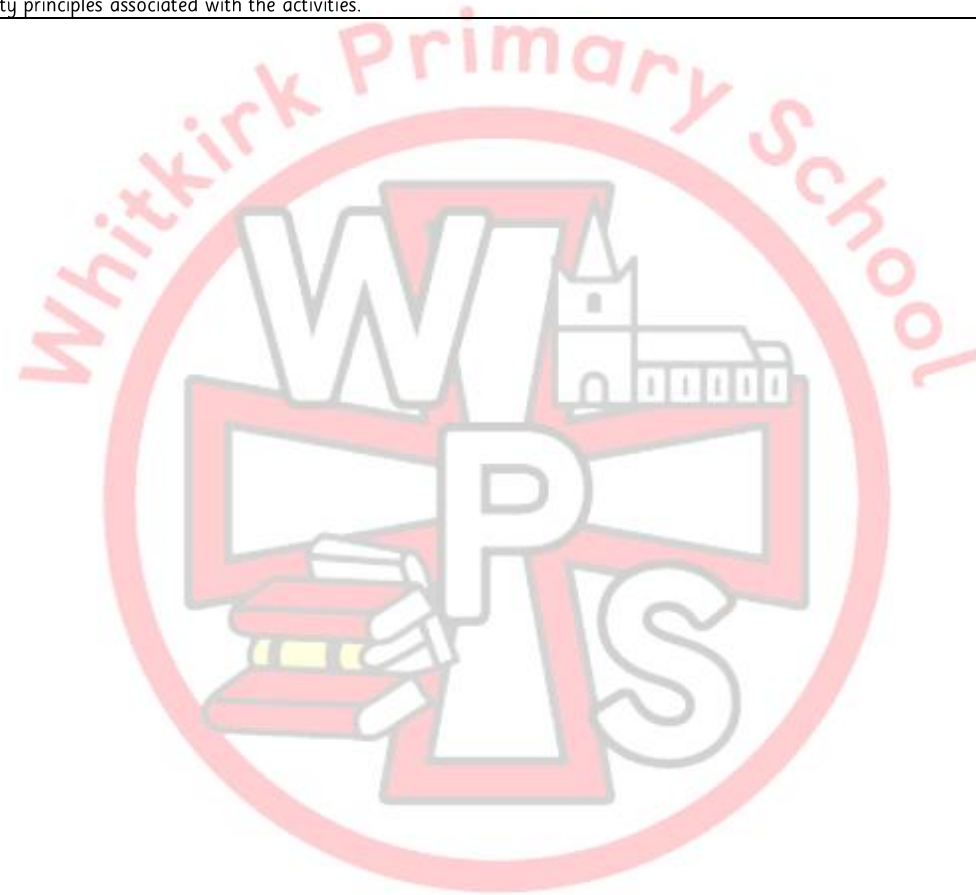
Athletics	<p>Unit 1</p> <ul style="list-style-type: none"> • Sustain their pace over longer distances. • Throw over-arm with greater control. • Perform a range of jumps showing control and consistency. • Organise themselves in small groups safely. • Know and understand that basic principles of relay take-over the 'unsweep' method and take part in relays. • Understand & perform a range of warm-up activities • Say why some activities can improve, strength, stamina & suppleness. • Watch a partner's performance and identify good points and suggest ways of improving. <p>Unit 2</p> <ul style="list-style-type: none"> • Throw with greater accuracy and control • Perform a range of jumps showing control & consistency at both take-off and landing. • Work safely in small groups and take turns. • Understand the principles of take-over and apply them at speed. •
OAA	<ul style="list-style-type: none"> • Demonstrate a range of orientation and problem-solving skills. • Use the skills with precision, control and consistency and refine skills in route finding. • Communicate & collaborate with others to select and use appropriate strategies & equipment. • Address a range of OAA challenges in changing and unfamiliar environments. • Recognise & evaluate the effectiveness of their performances as individuals and in groups. • Explain and apply basic safety principles associated with the activities.

PE Long term plan from EYFS to KS2

Year 6	
Gymnastics	<p><u>Matching & Mirroring</u></p> <ul style="list-style-type: none"> Understand & use a variety of spatial relationships when working with a partner (follow my leader, side by side, face to face, back-to-back and meeting and parting). Compose and individual sequence comparing travel, jump, turn & balance, then teach it to a partner & perform it together, matching exactly. Understand & use mirror movements with a partner Identify & show matching & mirroring balances with a partner showing different shapes and levels. Some of these balances will have one point of contact. Create a sequence linking four balances with travelling, jumping, & turning movements. The sequence will show planned variations of shape, level & direction. Adapt & transfer skills, principles & sequences from floor to apparatus at every stage of learning. <p><u>Synchronisation & Canon</u></p> <ul style="list-style-type: none"> Understand, identify & use terms synchronisation & canon. Understand & extend the possible variations on level, speed & direction when working with a partner. Link together a series of movements, then synchronise them with a partner to show knowledge of various partner relationships. Use rhythm & timing to produce a sequence of canon movement with a partner or small group. Understand how to produce combined balances emphasising levels & link 3 balances using synchronisation & canon to show an understanding of compositional principles. Adapt & transfer skills, principles & sequences from floor to apparatus at every stage of learning. <p><u>Holes & Barriers</u></p> <ul style="list-style-type: none"> Make clear balanced shapes (high & low) for a partner to travel over or under. Construct a sequence where each person alternately moves into a balanced shape, then moves out of it to travel over/under a partner. Understand the safety implications & show a limited number of ways of travelling over a moving partner & traveling over a partner making contact with them. Know, and be able to use, matching or contrasting shapes to pass over/under a partner Construct a sequence with a partner to show four different ways of passing over & under with emphasis on fluency, directions, level & shapes Adapt & transfer skills, principles & sequences from floor to apparatus at every stage of learning. <p><u>Counter-Balance/Counter Tension</u></p> <ul style="list-style-type: none"> Know, understand & use, the terms counter-balance & counter-tension Show counter-balance/counter-tension balances in twos or threes & know that variations can be can developed through changing body shape, being on different levels & pushing or pulling on different body parts. Understand, identify & use, a variety of methods for moving into & away from balances. Link four combined balances with appropriate movements & show variations in shape, level, speed & direction. Adapt & transfer all the skills, principles & sequence, including the long one, safely onto appropriate apparatus.
Games	<p><u>Invasion Games (Hockey, Football, Basketball, Rugby, Netball)</u></p> <ul style="list-style-type: none"> Understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing on ball handling invasion games and adapt them to meet the needs of the situation. Play in a range of small-sided games and make effective choices about when, how and where to pass so they retain possession and progress towards an opponent's goal. Know and understand the positions they play and identify and show specific attacking and defending skills. Understand how to organise their team into different formations to concentrate more on attack or on defence; recognise how to transfer these principles to other invasion games. Recognise and describe the best parts in an individual or team performance; identify aspects that need improvement and suggest how to improve them.
Athletics	<p><u>Unit 1</u></p> <ul style="list-style-type: none"> Sustain their pace over longer distances. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take-off and landing. Know and understand the basic principles of relay take overs and confidently take part in relay races. Explain how warming-up can affect performances and perform a range of warm-up activities. Watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements. <p><u>Unit 2</u></p> <ul style="list-style-type: none"> Sustain their pace over longer distances Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take-off and landing.

PE Long term plan from EYFS to KS2

	<ul style="list-style-type: none">• Know and understand the basic principles of relay take overs and confidently take part in relay races.• Explain how warming-up can affect performance and perform a range of warm-up activities.• Watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements.
OAA	<ul style="list-style-type: none">• Consolidate and demonstrate a range of orientation & problem-solving skills• To refine & execute them with precision, control & consistency.• Communicate and collaborate with others to select and use appropriate strategies and equipment.• Engage in a range of OAA and challenges in changing and familiar environments.• Recognise and evaluate the effectiveness of their performance as individuals and in groups and introduce competitive orienteering.• Explain and apply basic safety principles associated with the activities.



PE Long term plan from EYFS to KS2

Dance a progression of skills

Primary

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Movement and Music skills	Control and coordination	Work towards control and coordination in large and small movements.	Demonstrate more control in a variety of movements.	Demonstrate control over movements and show good co-ordination.	Work towards precision of movement and co-ordination.	Demonstrate precision of movement and co-ordination.	Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.	Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.
	Rhythm and beat	Recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher.	Recognise rhythm and beat within the music and be able to move in time to the music led by the teacher.	Move in time to the music independently.	Move in time to the music confidently using varying types of accompaniment.	Move in time to the music demonstrating an awareness of rhythm and phrasing.	Move in time to the music demonstrating confidence with rhythm and phrasing.	Move in time to the music demonstrating confidence with more complex rhythm and phrasing.
	Counts of 8 and 32	N/A	N/A	Start to count out the phrases of 8 counts within the music on the regular beat correctly.	Count out the phrases of 8 counts within the music on the regular beat correctly and confidently.	Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently.

PE Long term plan from EYFS to KS2

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Choreography skills	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable movements for those feelings.	Create movements to express feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat.
	Creating movements using the 6 Principles of Dance	Create actions and movements around a given story or theme.	Create and develop actions and movements around a given story or theme.	Copy and repeat some movement skills to include: travelling, turning, jumping, balance and levels.	Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures.
	Combining movements	Create actions and movements that travel.	Create and develop a variety of actions and movements that travel and change direction and speed.	Explore combining skills such as travelling and jumping, turning on different levels.	Combine skills such as travelling and turning, with some complexity and confidence.	Combine skills with more complexity, confidence and precision.	Combine skills to develop flexibility, strength, technique, control and balance.	Combine skills to consistently demonstrate flexibility, strength, technique, control and balance.
	Linking movements	Link 2 movements together to begin a sequence.	Link 2 or more movements together to begin a sequence.	Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link several movements together to form a sequence. Remember the movement order and perform the sequence.	Create more than one sequence of movements and perform the sequences in a specific order.	Create more than one sequence of movements and perform the sequences in a variety of different orders.
	Telling a story	Use actions to tell a story.	Create actions to tell a story.	Create movements to tell a story.	Create movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style.	Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance.
	Using imagination	Use imagination when creating actions.	Use imagination when creating actions and ideas.	Use creative and expressive ideas.	Express an idea in an original way.	Express ideas in original and imaginative ways.	Create and express imaginative ideas in a specific style.	Create and develop imaginative ideas in a specific style including choosing suitable music.
	Using different stimuli	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.	Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.

PE Long term plan from EYFS to KS2

		At the following ages, children should be taught to, and be able to:						
Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Enjoying - Participation and Encouragement	Enjoys participating in Dance	Actively participate in dance and enjoy expressing themselves through movement.						
	Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality.						

