**** **PE Long Term Plan**

**A week of PE at Pearson consists of:**

* **One FULL afternoon on PE (including assembly time) using HCAT Progression of Skills documents.**

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|  | **2021 - 2022** |
| **Autumn** | **Spring** | **Summer** |
|  | **7** | **7** | **5**  | **6** | **7**  | **7** |
| **EYFS** | Manipulation and Coordination | Dance | Speed agility and travel | Gymnastics | Body Management | Co-operative problem solving |
| **EYFS Intent** | Pupils should be able to:* play and explore - children investigate and experience things, and ‘have a go’
* actively learn - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
* create and think critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
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| **Year 1** | Athletics | Invasion GamesNetball  | Gymnastics | Dance | Invasion GamesFootball | Striking and FieldingThrowing and catching only – large balls |
| **Year 2** | Athletics | Dance | Gymnastics | Fitness | Striking and Fielding Throwing and catching only – small balls | Invasion GamesRugby |
| **KS1 Intent** | Pupils should be able to:* Master basic fundamental movements including running, jumping, throwing and catching, increasing confidence and competence
* Develop balance, agility and co-ordination individually and with others, and begin to apply these in a range of activities
* Participate in modified competitive team games, developing simple tactics for attacking and defending
* Perform dance and gymnastic skills using simple movement patterns.
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| **Year 3** | OAAUse maps to orientate around a simple course | Gymnastics | Invasion GamesNetball | Dance | Invasion GamesFootball | Striking and Fielding |
| **Year 4** | Athletics | Swimming | Dance | Gymnastics | Tennis  | Invasion GamesRugby |
| **LKS2 Intent** | Pupils should continue through the phase 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: * Acquire and develop a secure basis of activity specific skills including 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.
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| **Year 5** | OAAPlan and organise a simple orienteering trail | Gymnastics | Invasion GamesNetball | Dance | Invasion GamesFootball | Striking and Fielding |
| **Year 6** | Athletics | Dance | Fitness | Gymnastics | Tennis  | Invasion GamesRugby |
| **UKS2 Intent** | Pupils should continue through the phase 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 know what components of fitness are important to be successful in that sport. Learn how to evaluate and recognise their own and others success. Pupils should be taught to: * Refine and develop a wide range of activity specific skills and components of fitness
* use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
* develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
* perform dances using advanced dance techniques within a range of dance styles and forms
* take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
* Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
* Take part in competitive sports and activities outside school through community links or sports clubs
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| **EYFS** | **Skills Progression** |
| Manipulation and Coordination |  |
| Dance |  |
| Speed, agility and travel |  |
| Gymnastics |  |
| Body Management |  |
| Co-operative problem solving |  |

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| **Year 1** | **Skills Progression** |
| Athletics | * Master basic movements in isolation including running, jumping and throwing, as well as developing balance, agility and co-ordination
* Develop, endurance, speed, power and strength through running, sprinting, throwing and jumping.
* Know the importance of a warm up and cool down and safe practice
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| Gymnastics | **MOVEMEN**T- Explore with different gymnastic shapes and movements under instruction **COMPOSE**- Copy and repeat simple shapes and movements with some control **PERFORMANCE**-Be aware of how the body feels during different movements. Link movements to make a short sequence. FL- Recognise how it feels when the body is tense. Discuss how the body changes during exercise.  |
| Invasion Games (Netball) | Send and receive a ball using hands |
| Dance | MOVEMENT-Can explore how body moves in response to instructions COMPOSE- Perform simple body movement with some control PERFORMANCE-Watch others perform the same movements and say what they enjoyed about it FL- Coordination, Balance, Control, flexibility, speed |
| Invasion Games (Football) | Dribble with a ball and stop with control.Pass a ball along the floor with accuracy. |
| Striking and Fielding (Throwing and catching – large balls) | Throw and catch a variety of objects, and receive a rolling ball. |

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| **Year 2** | **Skills Progression** |
| Athletics | * Master basic movements in isolation including running, jumping and throwing, as well as developing balance, agility and co-ordination
* Develop endurance, speed, power and strength through running, sprinting, throwing and jumping.
* Know the importance of a warm up and cool down and safe practice
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| Dance | MOVEMENT- can explore and create simple movements on a given stimulus / theme and link them together with some control and fluency COMPOSE- Can perform some of their own work PERFORMANCE- Can identify wat things a group has included in their work and say why it looked good (they used zig zag) FL- Agility, Flexibility , strength, static / dynamic balance, power, coordination, speed, reaction time |
| Fitness |  |
| Gymnastics | **MOVEMENT**- can explore and create simple movements on a given stimulus / theme and link them together with some control and fluency **COMPOSE**- Can perform some of their own work **PERFORMANCE**- Can identify wat things a group has included in their work and say why it looked good (they used zig zag)  |
| Striking and Fielding (Throwing and catching – small balls) | Hit with a variety of bats and run, and begin feeding/bowling to a ‘batter’ |
| Invasion Games (Rugby) | Handle the ball with confidence, and combine and link skills (catching, throwing, running with ball) |

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| **Year 3** | **Skills Progression** |
| OAA (Use maps to orientate around a simple course) | * Use maps and diagrams to orientate themselves and travel around a simple course.
* Complete a star orienteering activity.
* Find solutions to problems and challenges. ·
* Show resilience when plans do not work and initiative to try new ways of working. ·
* Take part in activities in the natural world. ·
* Work confidently in familiar and changing environments. ·
* Arrive properly equipped for outdoor and adventurous activity. ·
* Choose the best pace for running between checkpoints. ·
* Choose the best methods of communicating with a partner ·
* Work out a strategy as a team
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| Gymnastics | **MOVEMENT** – Can explore and create some simple movements that represent a theme **COMPOSE**- Can repeat and perform simple movements **PERFORMANCE**-Observe and make comments on what they enjoyed about another person’s performance FL- Control, balance, flexibility, agility, power, strength  |
| Invasion Games (Netball) | Understand how to defend and work as a team. |
| Dance | MOVEMENT – Can explore and create some simple movements that represent a theme COMPOSE- Can repeat and perform simple movements PERFORMANCE-Observe and make comments on what they enjoyed about another person’s performance FL- Control, balance, flexibility, agility, power, strength |
| Invasion Games (Football) | Pass, dribble and move as a team.Tackle and mark opponents and shoot with accuracy.  |
| Striking and Fielding | Hit a moving ball with a cricket/rounders/baseball bat.To bowl a ball correctly and catch as a fielder.  |

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| **Year 4** | **Skills Progression** |
| Athletics | * Perform running, jumping, throwing and catching in isolation and in combination
* Develop techniques for run, jumps and throws developing speed, strength, power, control and balance
* Be able to time and measure and record accurately
* Compare own and others performances with previous ones and demonstrate improvement to achieve their personal best
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| Swimming |  |
| Dance | MOVEMENT-Can explore and create simple movements on a given stimulus and link together with some control and fluency. COMPOSE- show more confidence in performing a short sequence to small groups/ whole class PERFORMANCE- Describe what things they enjoyed and how a group could improve their performance FL- Balance, co-ordination, power, static / dynamic balance, agility |
| Gymnastics | **MOVEMENT**-Can explore and create simple movements on a given stimulus and link together with some control and fluency. **COMPOSE**- show more confidence in performing a short sequence to small groups/ whole class **PERFORMANCE**- Describe what things they enjoyed and how a group could improve their performance FL- Balance, co-ordination, power, static / dynamic balance, agility  |
| Tennis |  |
| Invasion Games (Rugby) | Evade defenders in attack and work as a team. |

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| **Year 5** | **Skills Progression** |
| OAA (Plan and orientate a simple orienteering trail) | * Plan and organise a simple orienteering trail using a variety of map reading, compass skills and coordinates. ·
* Participate in a range of problem-solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact, etc. ·
* Embrace both leadership and team roles and gain the commitment and respect of a team. ·
* Seek support from the team and the experts if in any doubt. ·
* Remain positive even in the most challenging circumstances, rallying others if need be. ·
* Select appropriate equipment for outdoor and adventurous activities. ·
* Use a range of devices in order to orientate themselves. ·
* Quickly assess changing conditions and adapt plans to ensure safety comes first. ·
* Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. ·
* Make decisions on pacing to ensure fastest completion of the course.
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| Gymnastics | **MOVEMENT**-Can explore and create movements on a given stimulus and link together with control and fluency. **COMPOSE-** show increased confidence in performing a short sequence to small groups/ whole class **PERFORMANCE**- Explain what things they enjoyed and how a group could improve their performance FL- Agility, Flexibility , strength, static / dynamic balance, power, coordination, speed, reaction time Create complex and well executed sequences that include a full, range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting  |
| Invasion Games (Netball) | Choose and implement a range of strategies and tactics to attack and defend. |
| Dance | MOVEMENT-Can explore and create movements on a given stimulus and link together with control and fluency. COMPOSE- show increased confidence in performing a short sequence to small groups/ whole class PERFORMANCE- Explain what things they enjoyed and how a group could improve their performance FL- Agility, Flexibility , strength, static / dynamic balance, power, coordination, speed, reaction time |
| Invasion Games (Football) | Attack and defend as a team.Apply skills and observe and recognise performance. |
| Striking and Fielding | To utilise a variety of cricket shots and throw a ball accurately as a fielder. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.  |

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| **Year 6** | **Skills Progression** |
| Athletics | * Perform a range of runs, jumps and throws in combination and competition challenges
* Develop height for jumping, speed for running, power for throwing and know which component is most important for each event
* Be able to run an event recording times / distances accurately and in order through safe practice
* Analyse performance and suggest areas for improvement and officiate events.
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| Dance | MOVEMENT- Can explore and create movement linking together using a variety of choreographic devices (canon, unison, levels, dynamics) COMPOSE- Demonstrate key performance skills such as facial expression, projection and sequence when performing their sequence / routine to a group / class PERFORMANCE- Discuss their feelings watching short dance and discus ways a group could improve their performance / choreography FL- Agility, Flexibility , strength, static / dynamic balance, power, coordination, speed, reaction time |
| Fitness |  |
| Gymnastics | **MOVEMENT**- Can explore and create movement linking  together using a variety of choreographic devices (canon, unison, levels, dynamics) **COMPOSE-** Demonstrate key performance skills such as facial expression, projection and sequence when performing their sequence / routine to a group / class **PERFORMANCE-** Discuss their feelings watching short dance and discus ways a group could improve their performance / choreography FL- Agility, Flexibility , strength, static / dynamic balance, power, coordination, speed, reaction time  |
| Tennis |  |
| Invasion Games (Rugby) | Apply skills and observe and recognise performance. |