**** **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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|  | **2022 - 2023** |
| **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  | Pre-pedal cycling\* | GymnasticsDance | 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** | Swimming  | Dance I  | Invasion GamesRugby | Gymnastics | Tennis  | Athletics |
| **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** | Swimming (Y4 entitlement)OAAPlan and organise a simple orienteering trail | Invasion GamesNetball  | Swimming (Extra Y5 provision)Dance | Gymnastics | Invasion GamesFootball/Hockey | Striking and Fielding* rounders
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| **Year 6** | Athletics | Invasion GamesRugby | Fitness | Gymnastics | Striking Fielding - cricket  | Tennis |
| **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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