

St George's Central CE Primary School and Nursery

Long Term Plan for Physical Education Nursery (2 – 3 year olds)

	The EYFS Physical Development curriculum also supports children's fine motor development; this is detailed within the EYFS curriculum overviews and relevant subject plans. Development Matters statements are introduced according to children's developmental readiness and revisited throughout the year through continuous indoor and outdoor provision.		
	Autumn Term	Spring Term	Summer Term
Key Questions	What can I do with my body?		
Key Learning	Children develop their physical skills through daily indoor and outdoor provision, Forest School, movement activities, large construction, wheeled toys, climbing equipment and opportunities to explore balls. Music and movement experiences are provided throughout the year.		
EYFS Statements	<u>Personal Development:</u> - Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. - Build independently with a range of appropriate resources.	<u>Personal Development:</u> - Enjoy starting to kick, throw and catch balls. - Clap and stamp to music. - Spin, roll and independently use ropes and swings, for example tyre swings.	<u>Personal Development:</u> - Walk, run, jump and climb – and start to use the stairs independently. - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. - Enjoy starting to kick, throw and catch balls.
Gross Motor Skills Focus	- Walking - Running - Crawling - Climbing - Stamping	- Balancing - Stepping - Climbing - Kicking - Throwing and catching	- Walking and running with control - Jumping - Climbing and negotiating obstacles - Peddalling and riding - Kicking, throwing and catching
	Skills are introduced according to children's developmental readiness and revisited regularly through indoor and outdoor provision.		
Orienteering	- Children observe and recognise familiar objects and landmarks within their environment. - Children point to familiar objects or landmarks and move towards them. - Children begin to follow simple one-step positional instructions, such as "go to the door" or "stand beside the chair".		
Mindfulness	Practise a range of themed poses to help strengthen the body and calm the mind; promoting mindful breathing and relaxation.		

'Never settle for less than your best'

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St George's Central CE Primary School and Nursery

Long Term Plan for Physical Education Nursery (3 – 4 year olds)

	The EYFS Physical Development curriculum also supports children's fine motor development; this is detailed within the EYFS curriculum overviews and relevant subject plans. Development Matters statements are introduced according to children's developmental readiness and revisited throughout the year through continuous indoor and outdoor provision.		
	Autumn Term	Spring Term	Summer Term
Key Questions	What can I do with my body?		
Key Learning	Children develop their physical skills through daily indoor and outdoor provision, Forest School, music and movement, large construction, wheeled toys, climbing equipment, apparatus and ball play. Planned physical experiences provide opportunities to develop movement, balance, coordination and spatial awareness. Swimming: Rotating groups of up to eight children access a half-term block of weekly swimming sessions.		
EYFS Statements	<u>Physical Development:</u> - 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. - Match their developing physical skills to tasks and activities in the setting.	<u>Physical Development:</u> - 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. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Physical Development:</u> - Start taking part in some group activities which they make up for themselves, or in teams. - Continue to develop their movement, balancing, riding and ball skills. - Match their developing physical skills to tasks and activities in the setting. <u>Personal, Social and Emotional Development:</u> - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them.
Gross Motor Skills Focus	- Running - Climbing - Balancing - Riding and pedaling - Rolling and kicking a ball	- Hopping - Skipping - Balancing on one foot - Jumping for distance - Kicking, throwing and catching with increasing control	- Running and stopping safely - Moving in different direction - Jumping and hopping - Balancing with increasing control - Kicking, throwing and catching with increasing control - Using skills in simple group games - Taking part in simple movement and ball games

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Orienteering	• Recognise and move towards familiar objects and landmarks within the indoor and outdoor environment. • Follow simple routes and positional instructions around familiar spaces. • Begin to follow photographs or simple pictorial symbols to navigate a short route with adult support.
Mindfulness	• Practise a range of themed poses to help strengthen the body and calm the mind; promoting mindful breathing and relaxation.

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Long Term Plan for Physical Education Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Area of Learning	Me & Myself	Dance	Movement Development	Ball Skills	Fun and Games	Working with Others
Key Questions	How can I move safely in a space and follow instructions?	How can I use movement to respond to music and express ideas?	How can I travel, balance and use equipment with control?	How can I control and move a ball in different ways?	How can I use my movement skills and equipment when playing games?	How can I work with others to play games safely and fairly?
Key Learning	- Change for PE with increasing independence. - Listen and respond to instructions. - Travel in different ways, change direction and move into space safely. - Participate in simple games.	- Explore different ways of moving. - Copy actions demonstrated by an adult or partner. - Move in response to music. - Create movements which communicate ideas and emotions.	- Travel in different ways with increasing control. - Move on, over and under equipment. - Negotiate space safely. - Develop control when travelling and balancing.	- Explore how balls move. - Move and travel with a ball. - Develop throwing and catching. - Follow instructions and play alongside others.	- Move safely into available space. - Use a range of equipment within games. - Share equipment and take turns. - Follow simple instructions and rules.	- Play games with a partner and within a group. - Share equipment and take turns. - Move into space while avoiding obstacles and other people. - Follow instructions and begin to play safely and fairly.
	Kickstarterz: Additional weekly fundamental movement sessions from Autumn 1 to Summer 1.					
	Swimming: Rotating groups of up to eight children access a half-term block of weekly swimming sessions.					
EYFS Statements	Physical Development Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,	Physical Development - Progress towards a more fluent style of moving, with developing control and grace. - Combine different movements with ease and fluency.	Physical Development Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical	Physical Development - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. - Develop confidence, competence,	Physical Development Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,	Physical Development - Combine different movements with ease and fluency. - Develop overall body-strength, balance, co-ordination and agility.

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	hopping, skipping and climbing. - Progress towards a more fluent style of moving, with developing control and grace. <u>Personal, Social and Emotional Development</u> - Manage their own needs.	<u>Expressive Arts and Design</u> Explore and engage in music making and dance, performing solo or in groups.	disciplines including dance, gymnastics, sport and swimming. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Combine different movements with ease and fluency.	precision and accuracy when engaging in activities that involve a ball.	hopping, skipping and climbing. - Combine different movements with ease and fluency. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <u>Personal, Social and Emotional Development</u> - Show resilience and perseverance in the face of challenge.	<u>Personal, Social and Emotional Development</u> - Build constructive and respectful relationships. - Think about the perspectives of others.
ELG	<u>Physical Development: Gross Motor Skills</u> - 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. <u>Personal, Social and Emotional Development: Managing Self</u> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Personal, Social and Emotional Development: Building Relationships</u> - Work and play cooperatively and take turns with others.					
Fundamental Movement Skills	- Walking and running - Stopping and starting - Changing direction - Negotiating space - Moving rhythmically	- Balancing - Jumping - Hopping and skipping - Galloping and side-stepping - Kicking, throwing and catching	- Running at different speeds - Dodging and changing direction - Jumping with control - Throwing and catching - Kicking and passing			
Orienteering	- Follow simple routes around familiar spaces using positional and directional language. - Use photographs, familiar landmarks and a simple pictorial map to navigate an indoor or outdoor space. - Draw and follow a simple map of a familiar area, beginning to recognise and use basic symbols.					
Mindfulness	Practise a range of themed poses to help strengthen the body and calm the mind; promoting mindful breathing and relaxation.					

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Long Term Plan for Physical Education

Year 1 and Year 2

Outdoor PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Multi-Skills	Ball Skills	Multi-Skills	Ball Skills	Athletics/ OAA	Athletics/ OAA
Key Questions	Coordination and Balance What is meant by coordination and balance?	Throwing and Catching What is the best way to throw and catch?	Running and Jumping How can I change the way I travel?	Moving and Passing Have you seen my moving and passing skills?	How do we go for gold?	How do we go for gold?
Narional Curriculum objectives	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending.	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending.	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending.	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending.	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending.	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending.
Assessment Objectives	- Move and stop safely. - Show control when balancing. - Show control when moving. - Follow rules.	- Throw and kick in different ways. - Throw and catch with both hands. - Throw underarm. - Hit a ball with a bat. - Use catching skills in a game.	- Move and stop safely. - Show control when balancing. - Show control when moving. - Follow rules. - Hit a ball with a bat.	- Throw and kick in different ways. - Throw underarm. - Use a tactic to help me in a game. - Find and use space during a game.	- Show control when moving. - Move and stop safely. - Discuss differences in technique. - Use a tactic to help me in a game. - Follow rules.	- Show control when moving. - Move and stop safely. - Discuss differences in technique. - Use a tactic to help me in a game. - Follow rules.

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Suggested Teaching Units	Basketball	Tag Rugby	Football	Cricket	Rounders/Orienteering	Athletics/Orienteering
Orienteering	• Navigate around grids of cones. • Work in groups to lay out an area as shown on a map. Progress to a cross country course. • Learn map symbols. • Children leave a central point to find a control and then return.					

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St George's Central CE Primary School and Nursery

Long Term Plan for Physical Education

Year 1 and Year 2

Indoor PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Multi-Skills	Gymnastics	Multi-Skills	Dance	Gymnastics/ Dance	Strength, Agility and Fitness
Key Questions	Personal What happens if I don't succeed?	Social How might I encourage others?	Cognitive How might I order movement and skills?	Creative How do I compare and develop?	Physical How might I perform a sequence?	Health and Fitness How do I exercise safely?
National Curriculum objectives	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Assessment Objectives	- I enjoy working on simple tasks with help - I can follow instructions, practise safely and work in tasks independently - I try several times if at first I don't succeed	- I can play with others, take turns and share - I can work sensibly with others - I can help, praise and encourage others in their learning	- I can follow simple instructions - I can understand and follow simple rules - I can name things I am good at - I can order instructions, movements and skills	- I can observe and copy others - I can explore and describe simple movements - I can compare my movements and skills with others.	- I can move confidently in several ways - I can perform a single skill with control - I can perform a range of skills and link two together - I can perform a sequence with control	- I am aware of changes to how I feel during exercise - I am aware that exercise is important for my health - I can say how my body feels before, during and after exercise.
Suggested Teaching Units	Dodgeball	Gymnastics Unit 1	Badminton	Dance	Gymnastics Unit 2	Fitness
Mindfulness	Take children on a journey of Focus, Calm, Movement, Change, Care and Reflection using the CALM mindfulness resources.					

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Long Term Plan for Physical Education

Year 3 and Year

Outdoor PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Ball Skills Throwing and Catching	Striking and Fielding Cricket/ Hockey/ Tennis	Invasion Games Attack and Defence	Swimming		
Key Questions	How many ways can you throw and catch a ball?	Which sports involve striking a ball?	What does it take to win?	What is the importance of being able to swim? How do I swim using a range of strokes? What makes a competent swimmer? How can we be safe in water?		
National Curriculum objectives	- Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate.	- Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate.	- Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate.	- Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively. - perform safe self-rescue in different water-based situations	- Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively. - perform safe self-rescue in different water-based situations	- Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively. - perform safe self-rescue in different water-based situations
Assessment Objectives	- Throw and catch with control. - Throw and catch accurately. - Catch with one hand. - Throw accurately in different ways.	- Change speed and direction. - Run at different speeds. - Hit a ball with control.	- Know and use rules fairly. - Use space within a game. - Show awareness of space. - Vary tactics and skills to suit a game. - Keep possession.	- Swim 25 metres safely. - Swim 25m in a range of strokes. - Have a knowledge of water safety.	- Swim 25 metres safely. - Swim 25m in a range of strokes. - Have a knowledge of water safety.	- Swim 25 metres safely. - Swim 25m in a range of strokes. - Have a knowledge of water safety.
Suggested Teaching Units	Basketball	Cricket	Football	Pelican Centre Scheme	Pelican Centre Scheme	Pelican Centre Scheme

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Orienteering

- Navigate around grids of cones.
- Use a map to navigate around a netball court
- Learn map symbols.
- Children leave a central point to find a control and then return. This is repeated with several controls.

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St George's Central CE Primary School and Nursery

Long Term Plan for Physical Education

Year 3 and Year 4

Indoor PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Multi-Skills	Gymnastics	Multi-Skills	Dance	Gymnastics/ Dance	Strength, Agility and Fitness
Key Questions	Personal How do I show responsibility?	Social What does it mean to work as a team?	Cognitive How might I explain simple tactics?	Creative How might I change the way I respond?	Physical How do I perform with control?	Health and Fitness Why does our body change during exercise?
National Curriculum objectives	- Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate	- Develop flexibility, strength, technique, control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate	- Perform dances using a range of movement patterns - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Develop flexibility, strength, technique, control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Develop flexibility, strength, technique, control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Assessment Objectives	- I try several times if at first I don't succeed - I know where I am with my learning and can begin to challenge myself - I cope well and react positively when challenged	- I can help, praise and encourage others in their learning - I show patience and support others - I listen carefully to my team mates - I am happy to show my ideas	- I can understand simple tactics of attack and defence - I can explain what I am doing and the reason for decisions - I have begun to identify areas for improvement	- I can compare my movements and skills - I can make up my own rules and versions of a game - I respond differently to a variety of tasks and music	- I can perform a sequence with control - I can perform longer sequences with clear shapes - I can select and apply a range of skills with control and consistency	- I can say how my body feels before, during and after exercise. - I can describe why my body changes during exercise - I can explain the need to warm up and cool down
Suggested Teaching Units	Dodgeball	Gymnastics Unit 1	Badminton	Dance	Gymnastics Unit 2	Fitness
Mindfulness	Take children on a journey of Focus, Calm, Movement, Change, Care and Reflection using the CALM mindfulness resources.					

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Long Term Plan for Physical Education

Year 5 and Year 6

Outdoor PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Invasion Games: Passing and Moving	Invasion Games: Attacking Skills	Invasion Games: Defending Skills	Ball Skills: Throwing and Catching	Athletics/ OAA	Athletics/ OAA
Key Questions	What is 'reading a game' and why is it important?	Why is Lionel Messi such a great attacker?	What are the best ways to defend?	Does practise make perfect?	What does it take to be an Olympian?	How do I achieve my personal best?
National Curriculum objectives	- Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate.	- Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate.	- Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate.	- Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate.	- Develop flexibility, strength, technique, control and balance. - Take part in outdoor and adventurous activity challenges both individually and within a team.	- Develop flexibility, strength, technique, control and balance. - Take part in outdoor and adventurous activity challenges both individually and within a team.
Assessment Objectives	- Pass dribble and shoot. - Pass in different ways. - Pass dribble and shoot.	- Use tactics to attack and defend. - Lead others in a game situation. - Play fairly and to agreed rules. - Play fairly and to agreed rules.	- Use tactics to attack and defend. - Gain possession working in a team. - Make a team and communicate plans.	- Field accurately. - Use forehand and backhand shots. - Throw, catch and field accurately. - Umpire/ Referee a game.	- Combine running and jumping. - Show control when taking off/ landing	- Change my route when needed. - Navigate using clues/ a compass. - Follow a map in an unknown location
Suggested Teaching Units	Basketball	Football	Handball	Netball	Rounders/Orienteering	Athletics /Orienteering
Orienteering	- Navigate around large grids of cones. - Children leave a central point to find 2 or 3 controls and then return to the teacher. This is repeated several times. - Teams compete in a head to head competition, visiting several controls at a time.					

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St George's Central CE Primary School and Nursery

Long Term Plan for Physical Education Year 5 and Year 6 Indoor PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Multi-Skills	Gymnastics	Multi-Skills	Dance	Gymnastics/ Dance	Strength, Agility and Fitness
Key Questions	Personal How do I embrace challenge?	Social How do I organise and guide others?	Cognitive How do I judge effectively?	Creative How do I refine a performance?	Physical How can I link movements with quality?	Health and Fitness How do I stay healthy?
National Curriculum objectives	- Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Perform dances using a range of movement patterns. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Perform sequences using a range of movement patterns. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Assessment Objectives	- I cope well and react positively when things become difficult - I can persevere with a task and improve my performance - I never settle for less than my best	- I cooperate well with others and give helpful feedback - I help organise roles and responsibilities - I can guide a small group through a task	- I can understand ways to judge performance - I can identify specific improvements - I can use awareness of space - I can make good decisions and explain these to team mates	- I can link actions and develop sequences that express my own ideas - I can change tactics, rules or tasks to make activities more fun or more challenging - I can identify ways to improve performance	- I can perform a variety of movements and skills with good body tension - I can link actions together so that they flow - I can identify ways to improve performance	- I can describe the basic fitness components. - I can explain how long I need to exercise for to stay healthy - I can record and monitor how hard I am working
Suggested Teaching Units	Dodgeball	Gymnastics	Volleyball	Dance	Gymnastics/Dance	Fitness
Mindfulness	Take children on a journey of Focus, Calm, Movement, Change, Care and Reflection using the CALM mindfulness resources.					

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