

St George's Central CE Primary School and Nursery

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

Yearly Overview			
Key Questions	What can I do with my body?		
Key Learning	Outdoor physical play daily including apparatus and climbing. Physical sessions incorporating music and movement. Field play in the summer term.		
EYFS Statements	<ul style="list-style-type: none"> Gain control of whole body through continual practise of large movements. Clap and stamp to music. Use a scooter or ride a tricycle. 	<ul style="list-style-type: none"> Climb unaided and know when to stop if don't feel safe. Spin and roll independently. Run with balance. 	<ul style="list-style-type: none"> Kick and throw balls. Jump off things and begin to jump, lifting both feet off the ground. Can crawl competently through tunnels and dens.
Fundamental Movement Skills	<ul style="list-style-type: none"> Stretching Bending Stamping Pedalling 	<ul style="list-style-type: none"> Balance Spin Roll Run 	<ul style="list-style-type: none"> Kick Throw Jump Crawl
Orienteering	<ul style="list-style-type: none"> Children observe and then draw some simple objects on a desk top. Children can point to objects around the classroom and navigate towards them. 		
Mindfulness	<ul style="list-style-type: none"> 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'

St George's Central CE Primary School and Nursery

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

	Autumn Term	Spring Term	Summer Term
Key Questions	What can I do with my body?		
Key Learning	Outdoor physical play daily. Indoor hall sessions daily throughout the year incorporating music and movement, gymnastics, large and small apparatus skills. Field athletics in the summer term.		
EYFS Statements	<ul style="list-style-type: none"> • Run safely on whole foot • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. 	<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. 	<ul style="list-style-type: none"> • Moves freely and with pleasure in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumpig, skipping sliding and hopping.
Fundamental Movement Skills	<ul style="list-style-type: none"> • Run • Kick 	<ul style="list-style-type: none"> • Line balance • Dodge • Catch • Underarm throw • Balance on one foot 	<ul style="list-style-type: none"> • Hop • Jump for height • Jump for distance • Side step • Skip
Orienteering	<ul style="list-style-type: none"> • Children observe and then draw some simple objects on a desk top. • Children draw a simple map of their classroom and navigate around it. 		
Mindfulness	<ul style="list-style-type: none"> • 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 Term	Spring Term	Summer Term
Key Questionss	How can I travel in different ways? How do I move to a beat? How do I use my body to play games?		
Key Learning	Outdoor physical play daily. Drawing the Write Way Programme. Gymnastics, Dance and Games		
EYFS Statements	<ul style="list-style-type: none"> Jumps off an object and lands appropriately. Travles with confidence and skill around, over and through balancing and climbin equipment. 	<ul style="list-style-type: none"> Experiments with different ways of moving Negotiates space succesfully when playing racing and chasing games with other childrenm adjusting speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> Shows increasing control over an object in pusing, patting, throwing, catching or kicking it. Chilren show good control and co-ordination in large and small movements, moving confidently in a range of ways and safely negotiating space. Handle equipment and tools effectively, including pencils for writing.
Fundamental Movement Skills	<ul style="list-style-type: none"> Line balance Jump for height Jump for distance Balance on one foot 	<ul style="list-style-type: none"> Side-step Skip Hop 	<ul style="list-style-type: none"> Dodge Catch Underarm throw Sprint run Kick
Orienteering	<ul style="list-style-type: none"> Children observe and then draw some simple objects on a desk top. Children draw a simple map of their classroom and navigate around it. Children walk around an orienteering area with the teacher learning about setting the map and symbols 		
Mindfulness	<ul style="list-style-type: none"> 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 Coordination and Balance	Ball Skills Throwing and Catching	Multi-Skills Running and Jumping	Ball Skills Moving and Passing	Athletics/ OAA	Athletics/ OAA
Key Questionss	What is meant by coordination and balance?	What is the best way to throw and catch?	How can I change the way I travel?	Have you seen my moving and passing skills?	How do we go for gold?	How do we go for gold?
Narional Curriculum objectives	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Move and stop safely. Show control when balancing. Show control when moving. Follow rules. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Move and stop safely. Show control when balancing. Show control when moving. Follow rules. Hit a ball with a bat. 	<ul style="list-style-type: none"> Throw and kick in different ways. Throw underarm. Use a tactic to help me in a game. Find and use space during a game. 	<ul style="list-style-type: none"> Show control when moving. Move and stop safely. Discuss differences in technique. Use a tactic to help me in a game. Follow rules. 	<ul style="list-style-type: none"> 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	1.1/2.1: Multi-Skills	1.13/2.13: Throwing and Catching	1.5/2.5: Mighty Movers	1.10/2.10: Brilliant Ball Skills	1.16/2.16: Active Athletics	1.16/2.16: Active Athletics
Orienteering	<ul style="list-style-type: none"> • 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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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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can observe and copy others I can explore and describe simple movements I can compare my movements and skills with others. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	REAL PE Unit 1: Personal Skills	REAL PE Unit 2: Social Skills	REAL PE Unit 3: Cognitive Skills	REAL PE Unit 4: Creative Skills	REAL PE Unit 5: Physical Skills	REAL PE Unit 6: Health and Fitness
Mindfulness	<ul style="list-style-type: none"> Take children on a journey of Focus, Calm, Movement, Change, Care and Reflection using the CALM mindfulness resources. 					

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St George's Central CE Primary School and Nursery

Long Term Plan for Physical Education

Year 3 and Year 4

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	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Throw and catch with control. Throw and catch accurately. Catch with one hand. Throw accurately in different ways. 	<ul style="list-style-type: none"> Change speed and direction. Run at different speeds. Hit a ball with control. 	<ul style="list-style-type: none"> Know and use rules fairly. Use space within a game. Show awareness of space. Vary tactics and skills to suit a game. Keep possession. 	<ul style="list-style-type: none"> Swim 25 metres safely. Swim 25m in a range of strokes. Have a knowledge of water safety. 	<ul style="list-style-type: none"> Swim 25 metres safely. Swim 25m in a range of strokes. Have a knowledge of water safety. 	<ul style="list-style-type: none"> Swim 25 metres safely. Swim 25m in a range of strokes. Have a knowledge of water safety.
Suggested Teaching Units	3.13: Throwing 3.10: Brilliant Ball Skills	4.10: Striking and Fielding 4.13: Nimble Nets	4.1: Invaders 3.10: Brilliant Ball Skills	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	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate 	<ul style="list-style-type: none"> Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Assessment Objectives	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	REAL PE Unit 1: Personal Skills	REAL PE Unit 2: Social Skills	REAL PE Unit 3: Cognitive Skills	REAL PE Unit 4: Creative Skills	REAL PE Unit 5: Physical Skills	REAL PE Unit 6: Health and Fitness
Mindfulness	<ul style="list-style-type: none"> Take children on a journey of Focus, Calm, Movement, Change, Care and Reflection using the CALM mindfulness resources. 					

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St George's Central CE Primary School and Nursery

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?
Narional Curriculum objectives	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team.
Assessment Objectives	<ul style="list-style-type: none"> Pass dribble and shoot. Pass in different ways. Pass dribble and shoot. 	<ul style="list-style-type: none"> Use tactics to attack and defend. Lead others in a game situation. Play fairly and to agreed rules. Play fairly and to agreed rules. 	<ul style="list-style-type: none"> Use tactics to attack and defend. Gain possession working in a team. Make a team and communicate plans. 	<ul style="list-style-type: none"> Field accurately. Use forehand and backhand shots. Throw, catch and field accurately. Umpire/ Referee a game. 	<ul style="list-style-type: none"> Combine running and jumping. Show control when taking off/ landing 	<ul style="list-style-type: none"> Change my route when needed. Navigate using clues/ a compass. Follow a map in an unknown location
Suggested Teaching Units	5.1: Invaders	5.1: Invaders 6.1: Invaders	6.1: Invaders	5.10: Striking and Fielding 6.10: Striking and Fielding	5.16: Young Olympians 6.16: Young Olympians	5.16: Young Olympians 6.16: Young Olympians
Orienteering	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Perform sequences using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Assessment Objectives	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I cooperate well with others and give helpful feedback I help organise roles and responsibilities I can guide a small group through a task 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	REAL PE Unit 6: Personal Skills	REAL PE Unit 3: Social Skills	REAL PE Unit 1: Cognitive Skills	REAL PE Unit 2: Creative Skills	REAL PE Unit 4: Physical Skills	REAL PE Unit 5: Health and Fitness
Mindfulness	<ul style="list-style-type: none"> Take children on a journey of Focus, Calm, Movement, Change, Care and Reflection using the CALM mindfulness resources. 					

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