

## PE – Long Term Plans

### Year 1

Autumn

Gymnastics - Travelling

3a - Describe what they have done

3b - observe, describe and copy what others have done

3c - use what they have learnt to improve the quality and control of their work.

8a - perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.

8b - Develop the range of their skills and actions.

8c - Choose and link skills and actions.

8d - Create and perform short, linked sequences that have contrast in direction, level and speed.

Tennis - Sports partnership professional coach to assist teacher

Large ball skills - Sending and receiving

Creating space

Special awareness

Individual work and small groups

Gymnastics

3a - Describe what they have done

3b - observe, describe and copy what others have done

3c - use what they have learnt to improve the quality and control of their work.

8a - perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.

8b - Develop the range of their skills and actions.

8c - Choose and link skills and actions.

8d - Create and perform short, linked sequences that have contrast in direction, level and speed.

Progress onto apparatus when able to perform safely on floor.

Dance

6a - Use movement imaginatively, responding to stimuli, including music and performing basic skills.

6b - Change the rhythm, speed, level and direction of their movements.

6c - Create and perform dances using simple movement patterns.

6d - Express and communicate ideas and feelings.

Linked to Toys topic and Light and Dark.

	<p>3v1 games - small sided games.</p>	<p>Multiskills -ABC  Agility work  Balance  Co ordination  End with festival -  Class competitions</p>
<p>Spring</p>	<p>Suffolk Scheme of work.  3a - Describe what they have done  3b - observe, describe and copy what others have done  3c - use what they have learnt to improve the quality and control of their work.</p> <p>8a - Basic travelling skills on floor and then on apparatus.  8b - Develop skills of travelling, turning and balancing onto apparatus once competent on floor.  8c - Make small sequences on floor and then progress onto apparatus when</p>	<p>Gymnastics - Develop previously taught skills - rolling, balancing, turning, jumping.  Suffolk Scheme of work.  3a - Describe what they have done  3b - observe, describe and copy what others have done  3c - use what they have learnt to improve the quality and control of their work.</p> <p>8a - Basic travelling skills on floor and then on apparatus.  8b - Develop skills of travelling, turning and balancing onto apparatus once competent on floor.  8c - Make small sequences on floor and then progress onto apparatus when appropriate, making sure the movements are linked.  8d - Develop sequences to show a clear beginning, middle and end.  Sequences to show different skills taught, (travelling, turning and</p>

appropriate, making sure the movements are linked.

8d - Develop sequences to show a clear beginning, middle and end. Sequences to show different skills taught, (travelling, turning and balancing)

Tag rugby-

Getting used to putting on belts and tags,  
And tagging each other.

Playing tagging games.

Creating space

Special awareness

Individual work and small groups

3v1 games - small sided games.

Getting used to the shape of the ball.

Sending and receiving the ball

Passing backwards

Target work

*balancing)*

Football-

Dribbling skills

Kicking and controlling the ball.

Movement

Small team games

Summer

Gymnastics and outdoor games - Suffolk Scheme of work.

*8d. create and perform short, linked sequences, with contrasts in direction, speed and level*

Tennis -

Familiarisation of a smaller ball & racket.

How to hold the racket.

Getting used to passing it beginning with a cone.

Balancing balls on cones and rackets.

Sending the ball and returning it. Not in pairs yet. Only one with a racket.

Dance - under the sea

Games skills linked to sports day

Athletics -

Sprinting (Focussing on technique), throwing (Javelin and bean bag or tennis ball throwing -target and distance throwing), team relays (shuttle runs)

Year 2

Autumn

1,2,3,4 taught throughout

Gymnastics and Outdoor Games

Gymnastics (Suffolk scheme core task 1)- performing a sequence including travelling, balance, roll, jump and body shape

*8a. perform basic skills*

*b. develop range of skills and actions*

*c. links actions in short phrases*

*d. create and perform sequences*

Tennis - Sports partnership professional coach to assist teacher

Large ball skills - Sending and receiving

Creating space

Special awareness

Individual work and small groups

5 v 2 games - small sided games. ( 5 Keeping possession of the ball and 2 trying to intercept it - invasion work)

Defending and attacking work and skills.

Dance and Outdoor Games

Dance - theatre, Jack and the Beanstalk

*6a. use movement imaginatively responding to different stimuli*

*b. changing rhythm, speed, level*

*c. create and perform*

*d. express and communicate ideas and feelings*

Multiskills -

Agility work

Balance

Co ordination

Jumping

Advancing their overall skills by making activities more complex.

Measuring , Timing & Recording

End with festival -

Class competitions

Spring

Gymnastics (Suffolk scheme core task 2)- performing a sequence including travelling, balance, roll, jump and body shape on floor and apparatus working with a partner

*8a. perform basic skills*

*b. develop range of skills and actions*

*c. links actions in short phrases*

*d. create and perform sequences*

Tag rugby-

Getting used to putting on belts and tags, And tagging each other. (reminding)

Playing tagging games.

Creating space

Special awareness

Individual work and small groups

2 v 2 games - small sided games.

Progress to 5v5 games.

Getting used to the shape of the ball.

Sending and receiving the ball

Passing backwards - moving into position.

Target work

Dance - medieval dance

*6a. use movement imaginatively*

*6b. change rhythm, speed, level and direction of movements*

*6c. create and perform dance from different times.*

Football-

Dribbling skills & Activities

Kicking and controlling the ball. (What part of the foot must they use? How to actually kick the ball)

Movement

Shooting for goal - aiming,

Spatial awareness on the pitch.

Speed and strength

Small team games

Summer

Gymnastics and outdoor games  
*8d. create and perform short, linked sequences, with contrasts in direction, speed and level*

Tennis -  
Reminding of use of equipment.  
How to hold the racket.  
Getting used to passing it beginning with a cone.  
Balancing balls on cones and rackets.  
Sending the ball and returning it. Not in pairs yet.  
Begin to learn the rules of mini tennis and use of the court.  
More advanced children to send and receive over the net.

Dance/athletics (sports day)/outdoor games  
Dance - start with Scottish dancing and then children to choose a dance style and create own dance in a group.  
*6b. change rhythm, speed, level and direction*  
*6c. perform dances from different cultures*  
Sports day  
*KS2 Athletics - 10b use running, jumping and throwing skills*  
Athletics -  
Sprinting (Focussing on technique), throwing (Javelin and bean bag or tennis ball throwing Children can use boccia balls to practice shot putt.  
-target and distance throwing),  
team relays (shuttle runs)  
Children to time each other and write down PBs.  
Measure distance throws using cones - spaced a metre apart or so. Children can count and record.  
Jumping - static and height jumping against walls or along ground.

Year 3

Autumn

Dance - Traditional Folk Dancing  
*Create and perform dances using a range of movement patterns, including those from different times, places and cultures.*

Tennis - Sports partnership professional coach to assist teacher

Netball - High Fives Or Indoor athletics (Weather dependant)

High Fives -

Differentiate passes

(Chest, shoulder, bounce, lob)

Shooting technique

Defending and attacking skills

Match play

Learning rules & Officiating

(Time keeping scoring and centre pass marking)

Gymnastics - *create and perform fluent sequences on the floor and using apparatus; include variation in level, speed and direction*

Tag rugby-

Getting used to putting on belts and tags, And tagging each other. (reminding)

Playing tagging games.

Creating space

Special awareness

Individual work and small groups

2 v 2 games - small sided games.

Progress to 5v5 games.

Getting used to the shape of the ball.

Sending and receiving the ball

Passing backwards - moving into position.

Target work



Spring

Circuit training - noticing changes in our bodies

Quick sticks - (Hockey)

Getting used to the stick

What part to use and hit with.

Speed and strength (Hold of the stick)

Different passes - pushing & Shooting.

Tackling, dribbling & stopping

Passing in pairs and in groups.

Defending and attacking work.

Learning the rules of Quick sticks and officiating.

Progress onto playing full game and competing.

*Gymnastics - create and perform fluent sequences on the floor and using apparatus; include variation in level, speed and direction*

Football-

Developing Dribbling skills & Activities

Kicking and controlling the ball.

Movement - attacking and defending.

Shooting for goal - aiming

Spacial awareness on the pitch.

Speed and strength

Team work.

Small team games (5 a side)

Summer

Swimming  $\frac{1}{2}$  term each class

Reminding of use of equipment.  
How to hold the racket.  
Getting used to passing it beginning with a cone.  
Balancing balls on cones and rackets.  
Sending the ball and returning it. Not in pairs yet.  
Begin to learn the rules of mini tennis and use of the court.  
More advanced children to send and receive over the net.

Field games and striking games eg: Cricket and rounders.  
Reminding of use of equipment.  
How to hold the bats, how to throw and catch the ball.  
How to field and position themselves. Thinking about the game and how to get people out or vv how to make a run or when to run.- Awareness of the game.  
Decision making.  
Scoring

Athletics and Swimming

Athletics -  
Sprinting (Focussing on technique), throwing (Javelin and bean bag or tennis ball throwing Children can use boccia balls to practice shot putt.  
-target and distance throwing),  
team relays (shuttle runs)  
Children to time each other and write down PBs.  
Measure distance throws using cones - spaced a metre apart or so. Children can count and record.  
Jumping - static and height jumping against walls or along ground.

Year 4

Autumn

Swimming - *Swimming activities and water safety*

Kwik Sticks Hockey Class 1 Reminding of use of the stick

What part to use and hit with.

Speed and strength (Hold of the stick)

Developing:

Different passes - pushing & Shooting.

Tackling, dribbling & stopping

Passing in pairs and in groups.

Defending and attacking work.

Learning the rules of Kwik sticks and officiating.

Progress onto playing full game and competing.

Tennis - Sports partnership professional coach to assist teacher

Netball - High Fives

Differentiate passes

(Chest, shoulder, bounce, lob)

Shooting technique

Swimming - *Swimming activities and water safety*

*Pupils must be taught that exercise affects the body in the short term.*

*To remind them about the importance of a warm up and cool down.*

*Why wearing appropriate clothing & being hygienic is good for their health and safety.*

*Why sport is good for you?*

*Creative dance- Rivers- respond to a range of stimuli and accompaniment*

*Games - Tag rugby - develop and use knowledge of the principles behind strategies, tactics and ideas and what makes them effective; play small sided invasion games; use skills and tactics and apply basic principles; work with others to organise and keep games going*

*Tag rugby-*

Defending and attacking skills  
Match play  
Learning rules & Officiating  
(Time keeping scoring and centre pass marking)

Getting used to putting on belts and tags, And tagging each other. (reminding)  
Playing tagging games.  
Creating space  
Special awareness  
Individual work and small groups  
2 v 2 games - small sided games.  
Progress to 5v5 games.  
Getting used to the shape of the ball.  
Sending and receiving the ball  
Passing backwards - moving into position.  
Target work

Spring

Swimming - *Swimming activities and water safety*

Dance - Viking War dances and folk dance- *Create and perform dances using a range of movement patterns, including different times, places and cultures*

Creative dance- Rivers- *respond to a range of stimuli and accompaniment*

*Sp 1*

Gymnastics - *Balance, rolls, tucks, pikes, travelling and performing sequences - analysing performance and improving.*

*Sp 2*

Gymnastics - *create and perform fluent sequences on the floor and using apparatus; include variation in level, speed and direction*

*Balance and shapes - tuck, squat, pike etc*

*Rolls \_ Teddy, log rolls, forward roll - advance some onto backwards rolls*

*Unaided or assisted*

*Build on muscle strength - core work.*

Summer

Swimming - *Swimming activities and water safety*

Dance - *Creative dance/Kwik Sticks Hockey Class 2*

Using movement to an 8 beat rhythm - *mimicking animal behaviour to link with Habitat Topic*

**Refresh tennis skills in a club -lunch times ready for tournament**

*- perform actions and skills with more consistent control and quality; apply rules and conventions for different activities; evaluate and improve performance + All aspects of fitness*

*Athletics - Running, jumping and throwing skills both singly and in combination*

*Athletics -*

*Sprinting (Focussing on technique), throwing (Javelin and rounders ball. Children can use boccia balls to practice shot putt.*

*-target and distance throwing),*

*Team relays -Change overs and getting used to passing the batons.*

*Children to time each other and write down PBs.*

*Measure distance throws using cones - spaced a metre apart or so. Children can count and record.*

*Jumping - static and height jumping against walls or along ground.*

*Working on stamina and pacing themselves - middle distance running.*

*Field games and striking games eg: Cricket and rounders.*

*Reminding of use of equipment.*

*How to hold the bats, how to throw and catch the ball.*

*How to field and position themselves. Thinking about the game and how to get people out or how to make a run or*

when to run. Awareness of the game.

Decision making.

Scoring