

PE - Long Term Plans

Year 1

Autumn

Gymnastics - Travelling (Guidance from the National curriculum)

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.

Suffolk scheme of work

- Choose two ways of travelling, e.g. walking backwards safely and a roll.

Dance (Guidance from the National curriculum)

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.

Suffolk scheme of work

- Create, perform and share short dances based on the traditional story 'Peter and the Wolf'
- Create dances using a range of shapes, actions and dynamics and clear starting and finishing positions.

- Link these two to make a short movement phrase which you can remember and perform on the floor.
- Make sure you know where you start and finish and what shapes you will make to start and finish.

Large ball skills - Sending and receiving
Creating space
Special awareness
Individual work and small groups
3v1 games - small sided games.

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

Spring

Gymnastics (Guidance from the National curriculum)

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 - 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 balancing)

Suffolk scheme of work

- Choose three 'like' actions, e.g. three

Multiskills

Agility work, balance and co-ordination skills.

Refining gross motor skills. Continuing to build on what they did in the first part of the term.

End with festival -
Class competitions.

Tennis - Sports partnership professional coach to coach tennis
CPD for teacher.

Football-Invasion Games

Dribbling skills

Kicking and controlling the ball.

Passing.

Movement

Small team games

different jumps, three rolls, or three ways of taking your weight on your hands and link these actions to make a short movement phrase on the floor and apparatus.

- You need to be able to remember and repeat your movement phrase.

Multiskills -ABC

Agility work

Balance

Co ordination

Summer

Dance (Guidance from the National curriculum)

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.

Suffolk Scheme of work

- Create, perform and share short dances based on the story ' Fidgety Fish' by Ruth Galloway.

- Create dances with a clear start and finish, and a range of shapes and actions in the middle.

Golf - Sports partnership professional coach. CPD for the teacher.

Athletics skills linked to sports day. Learning how to take turns, handover, do the sports required of them.
To build confidence agility and fitness.

Athletics -

**Sprinting (Focussing on technique)- start and finish- throwing (Javelin and bean bag or tennis ball throwing -target and distance throwing),
team relays (shuttle runs)
Learning good sportsmanship.**

(Advice from National Curriculum)

7a travel with, send and receive a ball and other equipment in different ways

7b develop these skills for simple net, striking/fielding and invasion type games

7c play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

Striking / Fielding

Bat and ball skills and games

Year 2

<p>Autumn 1,2,3,4 taught throughout</p>	<p>Outdoor games- (Advice from National Curriculum) <i>7a travel with, send and receive a ball and other equipment in different ways</i> <i>7b develop these skills for simple net, striking/fielding and invasion type games</i> <i>7c play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.</i></p> <p>Golf - Sports partnership professional coach. CPD for the teacher.</p> <p>Large ball skills - Sending and receiving Throwing and catching development. 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.</p>	<p>Gymnastics (Advice from National Curriculum) <i>8a. perform basic skills</i> <i>b. develop range of skills and actions</i> <i>c. links actions in short phrases</i> <i>d. create and perform sequences</i> (Suffolk scheme core task 1) - performing a sequence including travelling, balance, roll, jump and body shape <input type="checkbox"/> Create and perform a simple sequence, on the floor and using mats, of up to four elements, e.g. balance, roll, jump and body shape.</p> <p>Make sure you have a clear starting position and that you move smoothly between shapes and actions</p> <p>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.</p>
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		<p>Getting used to the shape of the ball. Sending and receiving the ball Passing backwards - moving into position. Target work</p>
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Spring

Gymnastics (Advice from National Curriculum)

- 8a. *perform basic skills*
- b. *develop range of skills and actions*
- c. *links actions in short phrases*
- d. *create and perform sequences*

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

- Having created a simple sequence of up to four elements, transfer it to a combination of floor, mats and apparatus, e.g. move from the floor to finish on apparatus, or move from apparatus to finish on the floor.
- Work with a partner to combine your sequence and your partner's sequence. Perform the sequence as a pair.

Multiskills -

Agility work

Balance

Co ordination

Jumping

Advancing their overall skills by making activities more

Dance - (Advice from National Curriculum)

- 6a. *use movement imaginatively*
- 6b. *change rhythm, speed, level and direction of movements*
- 6c. *create and perform dance from different times.*

Suffolk scheme of work - Dance Traditional

- Learn and perform a simple traditional English country dance.
- Create and perform a short dance by linking together patterns and figures based on traditional English country dancing.

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.

complex.
Measuring , Timing & Recording
End with festival -
Class competitions

Speed and strength

Small team games

Summer

Dance - Sea and Shore Creative Dance

- ❑ Create, perform and share short dances based on the theme of 'Sea and Shore'.
- ❑ Use expressive and dynamic qualities to show different moods, ideas and feelings.

Tennis - Sports partnership professional coach to coach tennis

CPD for teacher.

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.

Begin to learn the rules of mini tennis and use of the court.

Outdoor games Striking and Fielding

Bat and ball skills and Games

- To participate in team games, developing simple tactics for attacking and defending.
- Begin to choose and use the best space in a

Outdoor games -(Rounders)

Striking and fielding.

(Advice from National Curriculum)

7a travel with, send and receive a ball and other equipment in different ways

7b develop these skills for simple net, striking/fielding and invasion type games

7c play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

Sports day practise and learning skills of the races

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

game.

- To understand the rules in rounders.
- To understand how to send a ball and return it.
- To learn skills for playing striking and fielding

games

apart or so. Children can count and record.

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

Year 3

Autumn

Circuit training - noticing changes in our bodies
 Developing gross and fine motor skills.
 Balance and agility.
 (National curriculum advice)
4a How exercise affects the body in the short term
4b To warm up and prepare appropriately for different activities
4c why physical activity is good for their health and well being
4d why wearing the appropriate clothing and being hygienic is good for their health and safety.

Tennis - Sports partnership professional coach to coach tennis
CPD for teacher.

Netball - High Fives Or Indoor athletics (Weather dependant)
 High Fives -
 Differentiate passes
 (Chest, shoulder, bounce, lob)
 Shooting technique
 Defending and attacking skills

Gymnastics - (National curriculum advice)
8a create and perform fluent sequences on the floor and using apparatus
8b include variations in level, speed and direction in their sequences

Suffolk scheme of work

- Using floor and apparatus create and perform a sequence of contrasting actions, e.g. three jumps and two balances, showing contrasting shapes.
- Show extension when balancing and flow when transferring your weight, so that the end of one action is the beginning of another.

Invasion Games - 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.

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

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

Dance- (National curriculum advice)

6a create and perform dances using a range of movement patterns, including those from different times, places and cultures

6b respond to a range of stimuli and accompaniment

Suffolk Scheme of Work

- Create and perform a dance, either on your own, or with a partner or in a small group based on the story 'Emu and Eagle's Great Quarrel'.
- Use changes in speed, strength, level, direction and space in the dance.

Invasion Games -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.

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

Suffolk Scheme of Work

- Using floor and mats, create and perform a sequence that involves a clear change of speed, linking three balances with three different ways of travelling, e.g. balance, travel, balance, travel, travel, balance.

□

Golf - Sports partnership professional coach. CPD for the teacher.

Invasion Games -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.

	Progress onto playing full game and competing.	Small team games (5 a side)
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Summer

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

Dance- Suffolk Scheme of Work

- Create and perform a dance, either on your own, or with a partner or in a small group based on the story 'The King who wanted to touch the moon'.
- Use changes in speed, strength, level, direction and space in the dance.

Outdoor Games:

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

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

Orienteering - sports coaches to do lessons -CPD for teachers

Sports day practise of the different races and skills needed to do them with confidence.

Learning good sportsmanship.

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

* Swimming is alternated between classes every Half Term

Autumn

Swimming - Swimming activities and water safety F

Invasion Games -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.

Netball - 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)

Swimming - Swimming activities and water safety E

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 Suffolk scheme of work Core task 1

- Create and perform dances based on oppositional forces.

Golf - Sports partnership professional coach. CPD for the teacher. Both

Tennis - Sports partnership professional coach to coach tennis- Falcon CPD for teacher.

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-

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(F 1st half E 2nd half)

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

Suffolk scheme of work

- Create and perform a dance based on steps and figures found in traditional English (VIKING) country dances;
- Create and perform a dance which incorporates solo, partner and group work, using stepping from the Suffolk broom dance as a starting point.

Sp 1

Gymnastics - Balance, rolls, tucks, pikes, travelling and performing sequences - analysing performance and improving. (NC)

Suffolk scheme of work

- Create a sequence using floor and mats that has up to six elements, e.g. four twisted shapes and two ways of turning while travelling.
- Using floor and apparatus, work with a partner to create and perform a sequence that involves both of you moving together from a starting point, and then moving apart to finish.
- The sequence should include at least four elements, and each of you should follow an L-shaped pathway.

Golf - Sports partnership professional coach. CPD for the teacher. Both

Tennis - Sports partnership professional coach to coach tennis- Eagle
CPD for teacher.

Sp 2

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

Build on muscle strength - core work.

Suffolk Scheme of Work -

- Using floor and apparatus, work with a partner to create and perform a sequence that involves both of you moving together from a starting point, and then moving apart to finish.

- The sequence should include at least four elements, and each of you should follow an L-shaped pathway.

Summer

Swimming - Swimming activities and water safety (F 1st half E 2nd half) Then a joint combined fun gala to end off the yea.

Invasion Games- Kwik Sticks Hockey Class 2

- 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

Sports day practise of the different races and skills needed to do them with confidence.

Learning good sportsmanship.

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.

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.