

PE Long term plan

Year	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
R	Gymnastics Unit 1 *To develop confidence in fundamental movements. *To experience jumping, sliding, rolling, moving over, under and on apparatus. *To develop coordination and gross motor skills. Body Management Unit 1 *Explore balance and managing own body including manipulating small objects. *Able to stretch, reach, extend in a variety of ways and positions. *Able to control body and perform specific movements on command.	Dance Unit 1 *Recognise that actions can be reproduced in time to music; beat patterns and different speeds. *Perform a wide variety of dance actions both similar and contrasting. *Copy, repeat and perform simple movement patterns. Manipulation & Coordination Unit 1 *Send and receive a variety of objects with different body parts. *Work with others to control objects in space. *Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.	Cooperate & Solve Problems Unit 1 *Organise and match various items, images, colours and symbols. *Work with a partner to listen, share ideas, question and choose. *Collect, distinguish and differentiate colours and create a shape as a team. *Move confidently and cooperatively in space. Travel in a range of ways. Gymnastics Unit 2 *To develop confidence in fundamental movements. *To learn and refine a variety of shapes, jumps, balances and rolls.	Dance Unit 2 *Count and move to beats of 8. *Copy and repeat movement patterns. *Work as an individual, in partners, and as a group. Manipulation & Coordination Unit 2 *Coordinate similar objects in a variety of ways. *Differentiate ways to manoeuvre objects. *Skip in isolation and with rope.	Speed & Agility Travel Unit 1 *Travel with some control and coordination. *Change direction at speed through both choice and instructions. *Perform actions demonstrating changes in speed, *Stop, start, pause, prepare for and anticipate movement in a variety of situations. Cooperate & Solve Problems Unit 2 *Copy and repeat various patterns and actions. *Show an understanding of their own feelings and others. *Solve more complex tasks using skills learned. *Work and play cooperatively and take turns.	Speed & Agility Travel Unit 2 *Participate in a variety of agility-based activities moving and controlling objects. *Recognise the difference between actions such as: moving softly, quietly, quickly and powerfully. *Relate body movements to music and percussion beats. Body Management Unit 2 Explore a variety of rolling, sliding and slithering. *Jump using a variety of take offs and landings, moving on and off apparatus using hands and feet in a variety of combinations. *Participate in a variety of small group co-operative activities.
1	Send and Return unit 1 *Able to send an object with increased confidence using hand or bat.	Attack, Defend, Shoot unit 1 *To practise basic movements including	Send and Return unit 2 *Develop sending skills with a variety of balls.	Attack, Defend, Shoot unit 2 *To recognise rules and apply them in	Hit Catch Run unit 1 *Able to hit objects with a hand or bat. *Track and retrieve a rolling ball.	Run Jump Throw unit 2 *Increase stamina and core strength needed

	<p>*Move towards a moving ball to return. *Sending and returning a variety of balls.</p> <p>Dance unit 1 *Respond to a range of stimuli and types of music. *Explore space, direction, levels and speeds. *Experiment creating actions and performing movements with different body parts.</p>	<p>running, jumping, throwing and catching. *To begin to engage in competitive activities. *To experience opportunities to improve agility, balance and coordination.</p> <p>Gymnastics unit 1 *To develop confidence in fundamental movements. *To experience jumping, sliding, rolling, moving over, under and on apparatus. *To develop coordination and gross motor skills.</p>	<p>*Track, intercept and stop a variety of objects such as balls and beanbags. *Select and apply skills to beat the opposition.</p> <p>Gymnastics unit 2 *To perform a variety of basic gymnastics actions showing control. *To introduce turn, twist, spin, and rock and link these into movement patterns. *To perform longer movement phrases and link with confidence.</p>	<p>competitive and cooperative games. *Use and apply simple strategies for invasion games. *Preparing for, and exploring the reasons why we enjoy exercise.</p> <p>Dance unit 2 *Able to build simple movement patterns from given actions. *Compose and link actions to make simple movement phrases. *respond appropriately to supporting concepts such as canon levels.</p>	<p>*Throw and catch a variety of balls and objects.</p> <p>Run Jump Throw unit 1 *Develop sending skills with a variety of balls. *Track, intercept and stop a variety of objects such as balls and beanbags. *Select and apply skills to beat the opposition.</p>	<p>to undertake athletics activities. *Take part in a broad range of opportunities to extend strength, balance, agility and coordination. *Cooperate with others to carry out more complex physical activity.</p> <p>Hit Catch Run unit 2 *Develop sending and receiving skills to benefit fielding as a team. *Distinguish between the roles of batters and fielders. *Introduce the concept of simple tactics.</p>
2	<p>Send and Return unit 1 *Be able to track the path of a ball over a net and move towards it. *Begin to hit and return a ball using hands and racquets with some consistency. *Play modified net/wall games throwing, catching and sending over a net.</p> <p>Dance unit 1 *Describe and explain how performers can transition and link shapes and balances.</p>	<p>Attack, Defend, Shoot unit 1 *Can send a ball using feet and receive a ball using feet. *Refine ways to control bodies and a range of equipment. *Recall and link combinations of skills, e.g. dribbling and passing.</p> <p>Gymnastics unit 1 *Describe and explain how performers can transition and link gymnastic elements.</p>	<p>Send and Return unit 2 *Be able to make it difficult for their opponent to score a point. *Begin to choose specific tactics appropriate to the situation. *Transfer net/wall skills to volleyball style games. *Improve agility and coordination and use in a game.</p>	<p>Attack, Defend, Shoot unit 2 *To select and apply a small range of simple tactics. *Recognise good quality in self and others. *To work with others to build attacking play.</p> <p>Dance unit 2 *Perform using more sophisticated formations as well as individual.</p>	<p>Hit Catch Run unit 1 *To develop hitting skills with a variety of bats. *Practice feeding/bowling skills. *Hit and run to score points in games.</p> <p>Run Jump Throw unit 1 *Develop power, agility, coordination and balance over a variety of activities.</p>	<p>Run Jump Throw unit 2 *Improve running and jumping movements, work for sustained periods of time. *Reflect on activities and make connections between a healthy active lifestyle. *Experience and improve on jumping for distance and height.</p> <p>Hit Catch Run unit 2 *Work on a variety of ways to score runs in</p>

	<p>*Perform basic actions with control and consistency at different speeds and on different levels.</p> <p>*Challenge themselves to move imaginatively responding to music.</p> <p>*6</p>	<p>*Perform with control and consistency basic actions at different speeds and on different levels.</p> <p>*Challenge themselves to develop strength and flexibility.</p> <p>Create and perform a simple sequence that is judged using simple gymnastic scoring.</p>	<p>Gymnastics unit 2</p> <p>*Develop body management through a range of floor exercises.</p> <p>*Use core strength to link recognised gymnastics elements, e.g, back support and half twist.</p> <p>*Attempt to use rhythm while performing a sequence.</p>	<p>*Explore relationships through different dance formations.</p> <p>*Explain the importance of emotion and feeling in dance.</p> <p>*Use the stimuli to copy, repeat and create dance actions and motifs.</p>	<p>*Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</p> <p>*Can negotiate obstacles showing increased control of body and limbs.</p>	<p>the different hit, catch, run games.</p> <p>*Work in teams to field.</p> <p>*Begin to play the role of wicketkeeper or backstop.</p>
3	<p>Football</p> <p>*Able to show basic control skills including sending and receiving the ball.</p> <p>*To send the ball with some accuracy to maintain possession and build attacking play.</p> <p>*To implement the basic rules of football.</p> <p>Swimming</p> <p>*Swim over greater distances, with confidence in shallow water.</p> <p>*Begin to use basic swimming techniques including correct arm and leg action.</p> <p>Explore basic breathing patterns.</p> <p>*Enter and exit water in a variety of ways.</p>	<p>Dance 1</p> <p>*Practise different sections of a dance aiming to put together a performance.</p> <p>*Perform using facial expressions.</p> <p>Perform with a prop.</p> <p>Swimming</p>	<p>Hockey</p> <p>*Play in a small sided hockey-type invasion game.</p> <p>*Send and receive balls in a variety of situations.</p> <p>*Develop motor skills to handle sticks with ease and improve agility.</p> <p>Swimming</p>	<p>Gymnastics 1</p> <p>*Describe and explain how performers can transition and link gymnastic elements.</p> <p>*Perform with control and consistency basic actions at different speeds and on different levels.</p> <p>*Challenge themselves to develop strength and flexibility.</p> <p>*Create and perform a simple sequence that is judged using simple gymnastic scoring.</p> <p>Swimming</p>	<p>Cricket</p> <p>*To be able to adhere to some of the basic rules of cricket.</p> <p>*To develop a range of skills to use in isolation and a competitive context.</p> <p>*To use basic skills with more consistency including striking a bowled ball.</p> <p>Swimming</p>	<p>Athletics</p> <p>*Control movements and body actions in response to specific instructions.</p> <p>*Demonstrate agility and speed.</p> <p>*Jump for height and distance with control and balance.</p> <p>*Throw with speed and power and apply appropriate force.</p> <p>Swimming</p>

	*Take part in problem solving activities such as group floats and team challenges.					
4	Football *Introduce some defensive skills. *Dribbling in different directions using different parts of their feet. *Passing for distance. *Evaluating skills to aid improvement. Swimming *Bring control and fluency to at least two recognised strokes. *Implement good breathing techniques to allow for smooth stroke patterns. *Attempt personal survival techniques as an individual and group with success. *Link lengths together with turns and attempt tumble turn in isolation and during a stroke.	Tag Rugby *To consistently perform basic tag rugby skills. *Implement rules and develop tactics in competitive situations. *To increase speed and build endurance during gameplay. Swimming	Gymnastics unit 1 *To become increasingly competent and confident to perform skills more consistently. *Able to perform in time with a partner and group. *Use compositional ideas in sequences such as changes in height, speed and direction. Swimming	Hockey *To be able consistently perform basic hockey skills such as dribbling and push pass. *To implement the basic rules of hockey. *To develop tactics and apply them in competitive situations. *To increase speed and endurance during gameplay. Swimming	Tennis *Explore different shots (forehand,backhand) *Work to return the serve. *Demonstrate different court positions in gameplay . Swimming	Athletics *Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. *Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. Swimming
5	Football *To play effectively in a variety of positions and formations on the pitch. *Relate a greater number of attacking and defensive tactics to gameplay.	Tag Rugby *To combine basic tag rugby skills such as catch=ing and quickly passing in one movement. *To be able to select and implement appropriate attacking and defending. *To increase the power of passes so the ball can be	Netball *To be able to use specific netball skills in games for example confidently pivoting, dodging and bounce pass. *To begin to play efficiently in different positions on the court	Hockey *Combine basic hockey skills such as dribbling and push pass. *Select and apply skills in a game situation confidently. *Play effectively in different positions on	Cricket *Link together a range of skills and use in combination. *Collaborate with a team to choose, use and adapt rules in games. *Recognise how some aspects of	Athletics *Sustain pace over short and longer distances such as running 100m and running for 2 minutes. *Able to run part of a relay team working at their maximum speed.

	<p>*Become more skilful when performing movements at speed.</p> <p>Gymnastics unit 1</p> <p>*Create longer and more complex sequences and adapt performances.</p> <p>*Take the lead in a group when preparing a sequence.</p> <p>*Develop symmetry individually, as a pair and in a small group.</p> <p>* Compare performances and judge strengths and areas for improvement.</p> <p>*Select a component for improvement, For example- timing or flow.</p>	<p>moved quickly over a greater distance.</p> <p>Dance unit 1</p> <p>*Perform different styles of dance fluently and clearly.</p> <p>*Refine and improve dances adapting them to include the use of space rhythm and expression.</p> <p>*Worked collaboratively in groups to compose simple dances.</p> <p>*Recognise and comment on dances suggesting ideas for improvement.</p>	<p>in both attack and defence.</p> <p>*To increase power and strength of passes, moving the ball over longer distances.</p> <p>Gymnastics unit 2</p> <p>*Take responsibility for own warm-up including remembering and repeating stretches.</p> <p>*Perform more complex actions, shapes and balances with consistency.</p> <p>*Use information govern by others to improve performance.</p> <p>*Remember and repeat longer sequences with more difficult actions.</p>	<p>the pitch including defence.</p> <p>*To increase power and strength of passes, moving the ball over longer distances.</p> <p>Dance unit 2</p> <p>*Using professional examples to inspire ideas for explosive action.</p> <p>*Owning and exploring new movement possibilities.</p> <p>*Work with devices to add interest to action and explore different types of jumps.</p>	<p>fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.</p> <p>Tennis</p> <p>*Introduce Volley shots and Overhead shots</p> <p>*Apply new shots into game situations.</p> <p>*Play with others to score and defend points in competitive games.</p> <p>*Further, explore Tennis service rules.</p>	<p>*Perform a range of jumps and throws demonstrating increasing power and accuracy.</p> <p>Rounders</p> <p>*Link together a range of skills and use in combination.</p> <p>*Collaborate with a team to choose, use and adapt rules in games.</p> <p>*Recognise how some aspects of fitness apply to rounders,e.g. power, flexibility and cardiovascular endurance.</p>
6	<p>Football</p> <p>*To play effectively in a variety of positions and formations on the pitch.</p> <p>*Relate a greater number of attacking and defensive tactics to gameplay.</p> <p>*Become more skilful when performing movements at speed.</p> <p>Gymnastics unit 1</p> <p>*Lead group warm-up showing understanding of the need for strength and flexibility.</p>	<p>Tag Rugby</p> <p>*Choose and implement a range of strategies and tactics to attack and defend.</p> <p>*Combine and perform more complex skills at speed.</p> <p>*Observe, analyse and recognise good individual and team performances.</p> <p>*Suggest, plan and lead a warm-up as a small group.</p> <p>Dance unit 1</p> <p>*Work collaboratively to include more complex compositional ideas.</p>	<p>Netball</p> <p>*Work as a team to improve group tactics and gameplay.</p> <p>*Play within the rules using blocking skills for shots and passes.</p> <p>*Develop defensive skills.</p> <p>Gymnastics unit 2</p> <p>*Perform increasingly complex sequences.</p> <p>*Combine own ideas with others to build sequences.</p>	<p>Hockey</p> <p>*To choose and implement a range of strategies and tactics to attack and defend.</p> <p>*To combine and perform more complex skills at great speed.</p> <p>*To recognise and describe good individual and team performances.</p> <p>*To suggest, plan and lead a warm-up as a small group.</p>	<p>Cricket</p> <p>*Apply with consistency cricket rules in a variety of different styles of games.</p> <p>*Attempt a small range of recognised shots in isolation and in competitive scenarios.</p> <p>*use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>	<p>Athletics</p> <p>*Become confident and expert in a range of techniques and recognise their success.</p> <p>*Apply strength and flexibility to a broad range of throwing, running and jumping activities.</p> <p>*Work in collaboration and demonstrate improvement when working with self and others.</p>

	<ul style="list-style-type: none"> *Demonstrate accuracy, consistency, and clarity of movement. *Work independently and in small groups to make up own sequences. *Arrange own apparatus to enhance work and very compositional ideas. *Experience flight on and off high apparatus. 	<ul style="list-style-type: none"> *Develop motifs and incorporate into self-composed dances as individuals, pairs and groups. *Talk about different styles of dance with understanding, using appropriate language and terminology. 	<ul style="list-style-type: none"> *Compose and practise actions and relate to music. *Show a desire to improve across a broad range of gymnastics actions. 	Dance unit 2 <ul style="list-style-type: none"> *Developing group devices and greater use of teamwork. *Demonstrating narrative through contact and relationships. *Showing tension through pattern and formation. 	Tennis <ul style="list-style-type: none"> *Develop backhand shots. *Introduce the lob. *Begin to use full tennis scoring systems. *Continue developing doubles play and tactics to improve. 	<ul style="list-style-type: none"> *Accurately and confidently record results across a variety of activities. Rounders <ul style="list-style-type: none"> *Link together a range of skills and use in combination. *Collaborate with a team to choose, use and adapt rules in games. *Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance.
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