

PE Long term plan outline

The following planning has been developed by the Easington School Sport Partnership scheme, which has been quality assured for National Curriculum coverage.



Year	Autumn	Spring	Summer			
EYFS	Disciplinary Knowledge: Children at the expected level of development will 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. They will know how and why physical activity is important for good health, how sport can encourage teamwork and build resilience through gaining, practicing and improving skills.					
2Y/YN Delivered through continuous provision and interventions where appropriate.	<p>Gross Motor Development focus: Starts walking independently on firm and uneven surfaces. Points with first finger, sharing attention with an adult. Starts to throw and release objects overarm.</p> <p>Begins to understand and choose different ways of moving</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Focus: recognises their own movements and body parts. Begins to have control in their movements.</p>	<p>Gross Motor Development focus: Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint.</p> <p>Pushes, pulls, lifts and carries objects, moving them around and placing with intent.</p> <p>Climbs inside, underneath, into corners and in between objects.</p> <p>Manipulates objects using hands singly and together such as squeezing water from a sponge.</p> <p>Moves in response to music, or rhythms played on instruments such as drums or shakers</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p> <p>Focus: recognises their own movements and body parts. Begins to have control in their movements.</p>	<p>Develops security in walking and can run short distances.</p> <p>Walks upstairs facing forwards holding rail or hand, both feet on a single step at a time.</p> <p>Changes position from standing to squatting and sitting with little effort.</p> <p>Participates in finger and action rhymes.</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Focus: recognises their own movements and body parts. Begins to have control in their movements.</p>	<p>Hands start to operate independently during a task that uses both, which each doing something different at the same time.</p> <p>Shows interest, dances and sings to music rhymes and songs, imitating movement of others.</p> <p>Can walk a considerable distance with purpose, stopping, starting and changing direction.</p> <p>May be beginning to show preference for dominant hand and/or leg/foot Runs safely on whole foot</p> <p>Begins to walk, run and climb on different levels and surfaces</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <p>Focus: recognises their own movements and body parts. Begins to have control in their movements.</p>	<p>Looks closely at small items and creatures, and can also see items at a substantial distance.</p> <p>When holding crayons and chalk makes connections between their movements and the marks they make.</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Focus: recognises their own movements and body parts. Begins to have control in their movements.</p>	<p>Uses gesture and body language to convey needs and interests and to support emerging verbal use.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <p>Focus: recognises their own movements and body parts. Begins to have control in their movements.</p>

<p>YR</p>	<p>Gross Motor Development focus Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p><u>P.E: Fundamental movement and skills</u> Finding a safe space</p> <p>Listens and responds to commands</p> <p>Uses and shares equipment</p> <p>Works individually, with a partner and/ or a group.</p> <p>Develop fundamental movement skills such as running, jumping, changing direction and skipping.</p> <p>Focus: developing control, coordination and an awareness of space in their movements.</p>	<p>Gross Motor Development focus Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</p> <p><u>P.E: Dance</u> Responds to music through movement</p> <p>Move with appropriate actions and timing in response to music</p> <p>Develop control as movements such as skip, stretch and twist</p> <p>Moves forwards, backwards and sideways Copies a teacher/ performer</p> <p>Performs actions slowly, quickly, smoothly and jerkily</p> <p>Begins to use own ideas to sequence a dance</p> <p>Focus: developing control, coordination and an awareness of space in their movements.</p>	<p>Gross Motor Development focus Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><u>P.E: Gymnastics</u> Using a variety of equipment</p> <p>Develop basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling</p> <p>Develops an awareness of space and how to use it safely and perform basic skills on both floor and apparatus</p> <p>Copy, create, remember and repeat short sequences Begin to understand using levels and directions when travelling and balancing</p> <p>Can suggest how to improve a movement or a sequence</p> <p>Focus: developing control, coordination and an awareness of space in their movements.</p>	<p>Gross Motor Development focus Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p><u>P.E: Games</u> Becomes a competent mover by demonstrating great control over their bodies</p> <p>Controls balls of various sizes and shapes, such as bounce and catch, throw and catch and roll</p> <p>Begins to join actions together such as throw then move</p> <p>Learns how to score and play by the rules</p> <p>Focus: developing control, coordination and an awareness of space in their movements.</p>	<p>Gross Motor Development focus Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p><u>P.E: Athletics</u> Running Changes dynamics – walk slowly or quickly Moves with control and co-ordination Combines basic actions with more spatial awareness</p> <p>Jumping Explores basic jumps with increasing control Challenges themselves to jump further/ higher</p> <p>Throwing Handles equipment safely Performs basic actions using equipment such as rolling, underarm throwing and throwing to a target</p> <p>Focus: developing control, coordination and an awareness of space in their movements.</p>
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>1. Rolla Ball (Games Activity)</p> <p>2. Multi - Skills Static Balancing</p> <p>NC links: 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</p> <p>X-COUNTRY</p>	<p>1. Moving Along Resources: Dance Ideas TOP Dance</p> <p>2. Making Shapes Resources: TOP Gymnastics</p> <p>NC links: 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</p> <p>KEY STEPS/GYMNASTICS</p>	<p>1. Themes & Dreams Resources: Dance Ideas TOP Dance</p> <p>2. Assessment level 1 (apparatus) Resources: TOP Gymnastics</p> <p>NC links: perform dances using simple movement patterns.</p>	<p>1. 10 Point Hoops (Games Activity)</p> <p>2. Where are we going? Resources: TOP Outdoors</p> <p>NC links: participate in team games, developing simple tactics for attacking and defending</p> <p>DANCE</p>	<p>1. Bean Bag Throw (Games Activity)</p> <p>2. Multi – Skills Vertical Jump, leap, hopping</p> <p>NC links: 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</p> <p>O.A.A.</p>	<p>1. Honey Pot TOP Athletics</p> <p>2. Multi - Skills Throwing – overarm, underarm</p> <p>NC links: 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</p>
2	<p>1. Piggy In The Middle (Games Activity)</p> <p>2. Multi - Skills Dynamic Balance – kicking and punting</p> <p>NC links: participate in team games, developing simple tactics for attacking and defending</p> <p>X-COUNTRY</p>	<p>1. Cat Dance Resources: Dance Ideas TOP Dance</p> <p>2. Families of Actions Resources: TOP Gymnastics</p> <p>NC links: perform dances using simple movement patterns.</p> <p>KEY STEPS/GYMNASTICS</p>	<p>1. How does it feel? Resources: Dance Ideas TOP Dance</p> <p>2. Assess level 1-2 Resources: TOP Gymnastics</p> <p>NC links: perform dances using simple movement patterns.</p>	<p>1. Kick Rounders (Games Activity)</p> <p>2. Shipwrecked Resources: TOP Outdoors</p> <p>NC links: participate in team games, developing simple tactics for attacking and defending</p> <p>DANCE</p>	<p>1. Minis' Tennis 1 (Games Activity)</p> <p>2. Multi - Skills Catching – close/ far large/small balls</p> <p>NC links: participate in team games, developing simple tactics for attacking and defending</p> <p>O.A.A.</p>	<p>1. Colour Match Resources: TOP Athletics</p> <p>2. Multi - Skills Running</p> <p>NC links: 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</p>

<p>3</p>	<p>1. Skittles (Basketball) (Invasion Games)</p> <p>2. SAQ Resources: Multi-Skills Club Pack</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>X-COUNTRY</p>	<p>1. Round the Clock Resources: Dance Ideas TOP Dance</p> <p>2. Balancing Act Resources: TOP Gymnastics</p> <p>NC links: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>KEY STEPS/GYMNASTICS</p>	<p>1. Dance Resources: Dance Ideas TOP Dance</p> <p>2. Assess level 2-3 Resources: TOP Gymnastics</p> <p>NC links: perform dances using a range of movement patterns</p> <p>SWIMMING</p>	<p>1. 3 Touch Ball (Football) (Invasion Games)</p> <p>2. Mini – Tennis (Games Activity)</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>DANCE</p>	<p>2. Arc Rounders (Rounders) (Striking and Fielding)</p> <p>2. Gone Fishing Resources: TOP Outdoors</p> <p>NC links: take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>MINI-TENNIS</p>	<p>1. Furthest Five Resources: TOP Athletics</p> <p>2. Boundary Line (Cricket) (Striking and Fielding)</p> <p>NC links: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>ATHLETICS</p>
<p>4</p>	<p>1. End Zone (Hockey) (Invasion Games)</p> <p>2. SAQ Resources: Multi-Skills Club Pack</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>X-COUNTRY</p>	<p>1. Machines Resources: Dance Ideas TOP Dance</p> <p>2. Partner Work Resources: TOP Gymnastics</p> <p>NC links: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>KEY STEPS/GYMNASTICS</p>	<p>1. Dance Resources: Dance Ideas TOP Dance</p> <p>2. Assess level 2-3 Resources: TOP Gymnastics</p> <p>NC links: perform dances using a range of movement patterns</p> <p>SWIMMING</p>	<p>1. On The Attack (Basketball) (Invasion Games)</p> <p>2. Zone Cricket (Cricket) (Striking and Fielding)</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>DANCE</p>	<p>1. Minis Tennis 2 (Tennis) (Net and Wall)</p> <p>2. Search and Rescue Resources: TOP Outdoors</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>1. Pass the Baton Resources: TOP Athletics</p> <p>2. Run The Loop (Rounders) (Striking and Fielding)</p> <p>NC links: take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>CRICKET/ATHLETICS</p>

<p>5</p>	<p>1. Grid Rugby (Rugby) (Invasion Games)</p> <p>2. Fives and Threes (Netball) (Invasion Games)</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>X-COUNTRY/ NETBALL / TAG RUGBY</p>	<p>1. Indian Delight Resources: Dance Ideas TOP Dance</p> <p>2. Acrobatic Gymnastics Resources: TOP Gymnastics</p> <p>NC links: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>GIRLS FOOTBALL S'HALL ATHLETICS/KEY STEPS/GYMNASTICS</p>	<p>1. What's so funny? Resources: Dance Ideas TOP Dance</p> <p>2. Assess level 3-4 Resources: TOP Gymnastics</p> <p>NC links: perform dances using a range of movement patterns</p> <p>SWIMMING</p>	<p>1. SAQ</p> <p>2. Runners (Cricket) (Striking and Fielding)</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>BASKETBALL /DANCE</p>	<p>1. What a racket (Tennis) (Net and Wall)</p> <p>2. Where am I? Resources: TOP Outdoors</p> <p>NC links: take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>CRICKET (ASDA)</p>	<p>1. Take Aim Resources: TOP Athletics</p> <p>2. Zone Rounders (Rounders) (Striking and Fielding)</p> <p>NC links: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>CRICKET/ATHLETICS RUGBY LGE</p>
<p>6</p>	<p>1.Tag Rugby/Netball (Rugby) (Invasion Games)</p> <p>2. Calling the Shots (Football) (Invasion Games)</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>X-COUNTRY/ NETBALL / TAG RUGBY</p>	<p>1. Making the Grade Resources: Dance Ideas TOP Dance</p> <p>2. Group Dynamics Resources: TOP Gymnastics</p> <p>NC links: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>GIRLS FOOTBALL S'HALL ATHLETICS/KEY STEPS/GYMNASTICS</p>	<p>1. Masquerade Resources: Dance Ideas TOP Dance</p> <p>2. Assess level 4-5 Resources: TOP Gymnastics</p> <p>NC links: perform dances using a range of movement patterns</p> <p>SWIMMING</p>	<p>1. Basketball</p> <p>2. Calling the Shots (Hockey) (Invasion Games)</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>BASKETBALL /DANCE</p>	<p>1. Long and Thin or Short and Fat (Badminton) (Net and Wall)</p> <p>2. Pairs Cricket (Cricket) (Striking and Fielding)</p> <p>NC links: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>CRICKET (ASDA)</p>	<p>1. Three Jump Challenge Resources: TOP Athletics</p> <p>2.CrystalStar/Rugby Challenge Lge Resources: TOP outdoors</p> <p>NC links: take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>CRICKET/ATHLETICS RUGBY LGE</p>

As well as the above provision, KS2 also have a statutory entitlement to swimming lessons, which take place weekly over three half terms per class.