



PE Long term plan from EYFS to KS2



EYFS to KS 2

Early Years

At Whitkirk, we incorporate physical development into all aspects of the school day. A fine motor 'Finger Gym' is continually enhanced to provide fine motor next steps, a play dough malleable area is equally enhanced to provide tools and equipment to strengthen key finger muscles to support writing development. Outside, in the garden, we have monkey bars, a climbing frame and a firefighter's pole which are used daily to enhance shoulder, arm, and stomach muscles groups. Large chalks, paint brushes, ribbons and throwing, kicking, and catching equipment are also made accessible during planned outdoor activities. Weekly PE focuses on gross motor movements including dance, gymnastics, ball skills and athletics.

Early learning Goals

Gross Motor

- 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.

Fine Motor

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
 - Begin to show accuracy and care when drawing.

National Curriculum Aims:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

School aims – skills, attitudes and knowledge that we would like all children to develop on their journey through the school

Sport, exercise, dance and gymnastics provide a fantastic platform on which to build a huge range of skills. We want our children to:

- Know how to stay fit and healthy, understand the importance of exercise and live healthy lives
- Enjoy being active, and as a result choose to engage in sport, exercise, dance and gymnastics in their free time, both in and out of school
 - Understand how to work as a team to achieve a common goal, agreeing rules, roles and tactics, and sharing responsibility for outcomes
- Be introduced to a broad range of sports, primarily through the taught curriculum, but also through lunchtime activities and after-school clubs (all of which are free to join), so that they can find the one that will become their passion
- Play competitively, taking pride in their accomplishments and relishing the opportunity to represent their class, house, school or town
- Learn about winning and losing in a safe environment
- Develop a sense of fair play, respecting players, officials and the rules of a game

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| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Throughout continuous provision | The development of fine and gross motor occurs daily through access to continuous provision indoors and outdoors. Activities in the outdoor area such as sweeping using large brushes, access to the monkey bars, climbing up the climbing frame and scooters all support development of gross motor skills daily. Access to the threading, play dough, a designated Finger Gym area and crafting opportunities for painting and cutting also enhance the acquisition of fine motor muscles. Provision is reflected upon and enhanced weekly. | | | | | |
| Personal hygiene wellbeing and independence | Personal hygiene and independence covered throughout the year through daily snack time, lunch, weekly PE sessions and visitors: <ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly • Make healthy choices about food, drink, activity and toothbrushing • Eat independently using a knife and fork • Know and talk about sensible amounts of 'screen time' • Know and talk about how to be a safe pedestrian | | | | | |
| Gross Motor | <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks | <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm | <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully dance, gymnastics, sport and swimming | <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor | <ul style="list-style-type: none"> • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming | <ul style="list-style-type: none"> • Negotiate space and obstacles safely • Confidently run, skip, jump, hop and climb |
| Fine Motor | <ul style="list-style-type: none"> • Show a preference for a dominant hand • Make lines and marks to represent meaning | <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole dug with a trowel | <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips | <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. | <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing | |
| PE sessions throughout each term focus (focus on gross motor) | Dance Carnival of the Animals Focus on listening and responding to the music and negotiating space | Dance Samba Carnival (iMoves) Focus on co-ordination and responding to music | Gymnastics Focus on controlled movements, balance and coordination | Dance Fairytales (iMoves) Focus on moving in response and in time to music using coordination and balance | Ball skills Focus on throwing, catching and kicking. Showing control | Team games / athletics Focus on following rules, coordination, listening and responding to others |
| Handwriting development | <ul style="list-style-type: none"> • Comfortable grip with good control when holding pens and pencils • Introduce 'Crocodile Snap' pencil grip to encourage tripod grip | <ul style="list-style-type: none"> • With guidance, able to use the pincer grip | <ul style="list-style-type: none"> • Able to independently use the pincer grip when holding writing tools • Start to form letters using the RWI letter formation rhymes | <ul style="list-style-type: none"> • Able to form some letters correctly following the RWI letter formation | <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient using the tripod pencil grip | |

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| | Dance | Gymnastics | Early Athletics Skills | Ball Skills (Hand) | Ball Skills (Feet) | Games |
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| Year 1 | <p>Responding to rhythm.</p> <ul style="list-style-type: none"> • Introducing and creating motifs. • Creating movement sequences, exploring relationships (how the body link to space and music) and performance. • Explore expression • Add movements together. • Introduce partner work. • Start to perform smaller motifs. | <p>Introduce 'Wide', 'Narrow' and 'Curled'.</p> <ul style="list-style-type: none"> • Explore differences between wide, narrow and curled. • Introduce 'big' and 'small' body parts. • Combine big and small with wide, narrow and curled • Transition between wide, narrow and curled using big and small body parts. • Add (link) movements together. • Create ways of adding (linking) movements together. | <p>Explore running, using the language of speed and acceleration.</p> <ul style="list-style-type: none"> • Apply running into a game where changes of speed are needed. • Explore running in a team. • Develop jumping - one foot, two feet, skip, distance. • Explore jumping combinations. • Explore how jumping affects our body. • Apply skipping and jumping in a game. | <p>Develop bouncing: introduce sending with control, aiming with accuracy, power and speed.</p> <ul style="list-style-type: none"> • Develop sending (rolling) skills. • Introduce stopping a ball and develop stopping, combining sending skills. • Introduce throwing with accuracy and apply throwing with accuracy in a team (using beanbags). • Consolidate sending and stopping skills to win a game. | <ul style="list-style-type: none"> • Recap and develop moving with a ball using feet. • Apply dribbling into games. • Consolidate dribbling. • Explore kicking (passing) and apply this to simple games. | <p>Understanding the principles of attack.</p> <ul style="list-style-type: none"> • Apply attacking principles into a game. • Understand the principles of defence. • Apply defending principles into a game. • Consolidate attacking. • Consolidate defending. |

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| <p>Year 2</p> | <p>Respond to stimuli. • Develop whole group movement.</p> <ul style="list-style-type: none"> • Create sequences, including contrasting movements. • Continue to explore relationships (how the body links to space and music) and performance. • Explore sequences, relationships and performance. • Develop a motif with expression and emotion. • Apply choreography to a motif. | <p>Explore and develop zig-zag pathways.</p> <ul style="list-style-type: none"> • Explore curved pathways, developing curved pathways on apparatus. • Create, complete and perform pathway sequences. • Develop 'linking', including the use of apparatus • Introduce and develop jump, roll, balance sequences • Complete jump, roll, balance sequences on apparatus. | <ul style="list-style-type: none"> • Explore and develop dodging. • Apply dodging to a small game, exploring attacking and defending. • Apply and consolidate dodging in teams. • Understand the range of different ways of jumping. • Explore sequence jumping (eg. hop / skip / 2 footed jump.) • Develop jumping combinations. | <p>Keep possession when passing and receiving or dribbling.</p> <ul style="list-style-type: none"> • Combine dribbling, passing and receiving, keeping possession • Combine dribbling, passing and receiving to score a point • Develop application and understanding of underarm throwing. • Introduce overarm throwing. • Apply underarm and overarm throwing to game situations. | <p>Develop dribbling, keeping possession.</p> <ul style="list-style-type: none"> • Develop passing and receiving to maintain possession. • Combine dribbling, passing and receiving to score a point. • Apply dribbling, passing and receiving as a team to game situations. | <p>Attack and defend as a team.</p> <ul style="list-style-type: none"> • Understand the transition between defence and attack. • Create and apply attacking tactics. • Create and apply defensive tactics. |
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| | Dance | Gymnastics | Invasion Games | Striking & Fielding | Net & Wall Games | Athletics | OAA |
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| Year 3 | <p>Respond to stimuli.</p> <ul style="list-style-type: none"> • Develop character dance into a motif or develop thematic dance. • Extend sequences with a partner in character. • Develop sequences with a partner in character that show relationships. • Extend dance skills in choreography. | <p>Introduction to symmetry and asymmetry.</p> <ul style="list-style-type: none"> • Application of learning onto apparatus. • Sequence formation. • Sequence completion. | <p>Football & Basketball</p> <ul style="list-style-type: none"> • Introduce moving with the ball, passing and receiving. • Introduce tagging. • Create space when attacking. • Develop passing and moving. • Combine passing and moving to create space/ attacking opportunities. • Introduce dribbling, keeping control. • Develop dribbling, keeping control. • Introduce shooting. • Combine passing and shooting. | <p>Cricket / Rounders</p> <ul style="list-style-type: none"> • Understand the concept of batting and fielding. • Introduce throwing overarm. • Develop throwing underarm. • Introduce catching. • Explore striking with intent. • Apply overarm and underarm throwing. • Introduce stopping the ball. • Application of stopping the ball in simple game situations. | <p>Tennis</p> <ul style="list-style-type: none"> • Introduce tennis and the concept of outwitting an opponent. • Introduce use of rackets and the forehand shot. • Create space to win a point. • Consolidate how to win a game. | <p>Running</p> <ul style="list-style-type: none"> • Explore and develop running for speed. • Introduce the relay - running for speed in a team. • Develop relay running for speed in a team. • Explore running for distance. • Understand and apply tactics when running for distance. | <p>I know the importance of safety rules and procedures for taking part in orienteering event.</p> <p>I know that there are physical aspects needed for orienteering.</p> <p>I know that maps are scaled down to make them accessible.</p> <p>I know when activities need thinking through and planning.</p> <p>I know how to recognise where I am on a map.</p> <p>I know how to move with agility, balance, and coordination.</p> <p>I know how to participate in competitive orienteering events, following instructions of the game</p> <p>I know how to apply basic map reading/making skills and apply these skills and techniques in games.</p> |

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| <p>Year 4</p> | <p>Responding to stimuli, working together.</p> <ul style="list-style-type: none"> • Develop sequences with a partner in character that show relationships and interlinking dance moves. • Extend sequences with a partner in character. • Explore two contrasting relationships and interlinking dance moves. • Combine sequences, relationships, choreography in performance. | <p>Introduction to bridges.</p> <ul style="list-style-type: none"> • Application of bridge learning onto apparatus. • Develop sequences with bridges. • Sequence formation. • Sequence completion. | <p><u>Football</u></p> <ul style="list-style-type: none"> • Develop passing, receiving, moving and creating space. • Refine dribbling, turning and footwork. • Develop shooting; combine passing and dribbling to create shooting opportunities. • Develop passing and dribbling, creating space for attacking opportunities. • Develop defending - marking, blocking and tackling. • Develop defending in game situations. • Apply learning to small sided games. | <p><u>Cricket / Rounders</u></p> <ul style="list-style-type: none"> • Develop an understanding of batting and fielding • Introduce bowling underarm <ul style="list-style-type: none"> • Develop stopping and returning the ball • Develop retrieving and returning the ball • Striking the ball at different angles and speeds - how, where and why? • Introduce and apply basic fielding tactics | <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Develop forehand. • Create space to win a point using a racket. • Introduce the backhand. • Apply the forehand and backhand in game situations. • Apply the forehand and backhand to create space and win a point. | <p><u>Revise skills from Y3</u></p> <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Jumping for distance - focus on standing long jump, using consistent arm movements and knee bends to generate power. • Develop use of 'Personal challenge' - challenging yourself to beat a personal best. • Jumping for distance - introduce standing triple jump. | <p>As above</p> |
| <p>Swimming</p> | <p>Develop basic pool safety skills. Improve confidence in water. Perform push and glides, any kick action on front and back with or without support aids. Develop breath control. Swim competently and confidently proficiently over a distance of at least 10 metres, with or without support aids. Use breast stroke and backstroke effectively.</p> | | | <p>Perform safe self-rescue in different water-based situations. Improve confidence in deeper water, including treading water. Perform push and glides, any kick action on front and back without support aids. To show breath control. Swim competently, confidently and proficiently over a distance of at least 25 metres without aids. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke</p> | | | |
| <p>Year 5</p> | <p>Extend sequences with a partner using</p> | <p>Introduce counterbalance.</p> | <p><u>Netball & Football</u></p> <ul style="list-style-type: none"> • Refine passing, dribbling and moving | <p><u>Cricket/Rounders</u></p> | <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Introduce the volley. | <p><u>Revise skills from Y3 & Y4</u></p> <p><u>Throwing</u></p> | <p>know that planning strategies can help achieve success.</p> |

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| | <p>compositional principles linked to a subject area.</p> <ul style="list-style-type: none"> • Create movement using improvisation, where movement is reactive. • Develop sequences showing interlinking dance moves. | <ul style="list-style-type: none"> • Apply counterbalance learning onto apparatus. • Explore counter tension. • Develop and refine sequence formation and completion. | <p>to create attacking opportunities.</p> <ul style="list-style-type: none"> • Explore different passes that can be used to outwit defenders. • Refine shooting. • Develop defending - using marking, blocking and tackling. • Create tactics for defending as a team. • Apply defending tactics, developing transition from defence to attack . • Develop officiating. • Apply skills to game situations. | <ul style="list-style-type: none"> • Refine batting, understanding and developing tactics. <ul style="list-style-type: none"> • Refine bowling, developing tactics. • Refine fielding - stooping, catching and throwing. • Develop and refine fielding tactics, considering which players to use in which positions. • Combine bowling and fielding, creating and applying tactics. • Introduce umpiring and scoring in order to play full games. | <ul style="list-style-type: none"> • Develop the volley. • Refine forehand and backhand shots. • Develop tactics to control the game from the serve. • Develop movement around the court to control space. • Apply understanding to doubles games, showing an awareness of tactics. | <ul style="list-style-type: none"> • Review techniques for throwing, considering the idea of accuracy vs distance. • Explore different ways to throw objects for distance, identify which are more successful and look for common themes (eg. angle of release, use of legs, arm position at release). • Combine this understanding with discipline-specific skills to throw javelin, shot put and discus. | <p>I know that communication is vital to achieving success in team activities.</p> <p>I know when to move a map and when to move myself to orientate.</p> <p>I know what appropriate skills and approaches to choose for the challenge.</p> <p>I know when relevant techniques and elements are required to navigate to and from controls.</p> <p>I know how to use a map confidently.</p> <p>I know how to design a route to the controls.</p> <p>I know how to take part in orienteering events, such as picture orienteering and control orienteering, with success.</p> <p>I know how to build a detailed map. I can work well as part of a team, contributing effectively</p> |
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| <p><i>Year 6</i></p> | <p>Perform with technical control and rhythm in a group.</p> <ul style="list-style-type: none"> • Create rhythmic patterns using the body. • Extend choreography through controlled movements, character emotion and expression. • Explore the relationships between characters, applying emotion and expression. • Experience dance from a different culture. | <p>Introduce matching.</p> <ul style="list-style-type: none"> • Apply matching learning onto apparatus. • Introduce mirroring. • Apply mirroring learning onto apparatus. • Consolidate sequence development, taking into account feedback from others when refining and practising movements. | <p><u>Hockey & Rugby</u></p> <ul style="list-style-type: none"> • Consolidate passing, receiving, moving and dribbling to maintain possession. • Consolidate defending and defensive tactics. • Create, understand and apply attacking tactics in game situations. • Create, understand and apply defensive tactics in game situations. • Consolidate attacking and defending in games. • Develop officiating. • Organise formations decide tactics, manage teams and officiate games | <p><u>Cricket/Rounders</u></p> <ul style="list-style-type: none"> • Consolidate batting • Consolidate fielding • Consolidate bowling • Create, understand and apply attacking tactics in game situations • Create, understand and apply defensive tactics in game situations | <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Consolidate prior learning - forehand, backhand and volley shots. • Apply skills to game situations (eg. round robin games, mixed ability doubles, tag team tennis.) • Review and refine skills and tactics based on game performance and feedback from others and use this to identify areas for personal development. | <p><u>Revise skills from Y3,Y4 & Y5</u></p> <p><u>Competitions and automaticity</u></p> <ul style="list-style-type: none"> • Level 1 Running • Level 1 Throwing • Level 1 Jumping <p>[Level 1 competitions are those carried out in school during PE lessons. Children record their performance in each event, set a 'personal challenge' for improvement, identify ways in which they can develop further and regularly review outcomes, so that they can take responsibility</p> | |
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