

## Long term planning for PE

<b>National Curriculum for PE KS1 and KS2 and EYFS</b> Access a broad range of opportunities to extend their agility, balance and coordination – individually and with others. Engage in co-operative physical activities in a range of increasingly challenging situations.						
	<b>Movement</b>	<b>Skills and techniques</b>	<b>Dance</b>	<b>Flexibility / balance</b>	<b>Adventurous</b>	<b>Swimming</b>
<b>EYFS</b>	Move energetically such as running, jumping, dancing, hopping, skipping and climbing	Negotiate space and obstacles safely and with consideration for themselves and others	Move energetically including dancing	Demonstrate strength, balance and co-ordination		
<b>KS1</b>	Master basic movement: Running Jumping Throwing and catching and apply these in a range of activities.	Participate in team games, developing simple tactics for attacking and defending.	Perform dances using simple movement patterns	Developing balance, agility and co-ordination and apply these in a range of activities		Take part in swimming instruction to: <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 m</li> <li>Use a range of strokes effectively</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>
<b>KS2</b>	Use running, jumping, throwing and catching in isolation and in combination	Play competitive games and apply basic principles suitable for attacking and defending	Perform dances using a range of movement patterns	Develop flexibility, strength, technique, control and balance	Take part in outdoor and adventurous activity challenges both individually and within a team	

### Middle School coverage for upper KS2

<b>Year 5</b>	Hockey Tag Rugby Fitness- Why is it important to be physically active?	CC/OAA Handball Fitness- What does being fit mean to me?	Table Tennis Dance/Yoga Basketball Fitness- How will I know I am trying my best when participating in physical activity?	Netball Cricket Football Fitness- Are any components of fitness more important than others?	Fitness Athletics- Which fundamental skill is the most important?	Rounders Cricket Softball Tennis
<b>Year 6</b>	Hockey Tag Rugby Fitness- Why is it important to be physically active?	CC/OAA Handball Fitness- What does being fit mean to me?	Table Tennis Dance/Yoga Basketball Fitness- How will I know I am trying my best when participating in physical activity?	Netball Cricket Football Fitness- Are any components of fitness more important than others?	Fitness Athletics- Which fundamental skill is the most important?	Rounders Cricket Softball Tennis

## PE long term planning

	Autumn		Spring		Summer	
	Multi-skills	Ball skills (applied to football)	Gymnastics and dance	Fencing and archery (archery just KS2)	Rugby	Cricket
KS1	<p>Develop fundamental movement skills, <b>Master basic movements such as running, jumping, throwing and catching and beginning to use rackets</b></p> <p>Access a broad range of opportunities to extend their agility, balance and coordination. <b>Developing balance, agility and coordination</b></p> <p>Work individually and with others. Engage in cooperative physical activities (tennis). <b>Participate in team games</b></p>	<p>Develop fundamental movement skills, <b>becoming increasingly confident and competent. Master basic movements such as running, jumping, throwing and catching.</b></p> <p>Access a broad range of opportunities to extend their agility, balance and coordination. <b>Developing balance, agility and coordination</b></p> <p>Work individually and with others. Engage in cooperative physical activities. <b>Participate in team games. Developing simple tactics for attacking and defending</b></p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination. <b>Developing balance, agility and coordination</b></p> <p><b>Perform dances using simple movement patterns</b></p> <p><b>*Begin to evaluate and recognise their own success. Make simple comparisons</b></p>	<p>Access a <b>broad range</b> of opportunities to extend their agility, balance and coordination. <b>Developing balance, agility and coordination</b></p> <p><b>Engage in competitive physical activities</b> (both against self and against others)</p> <p><b>Practising simple tactics for attacking and defending</b></p>	<p>Practice fundamental movement skills, becoming increasingly confident and competent. <b>Master basic movements such as running, jumping, throwing and catching.</b></p> <p>Access a <b>broad range</b> of opportunities to extend their agility, balance and coordination. <b>Developing balance, agility and coordination</b></p> <p>Work individually and with others. Engage in cooperative physical activities. <b>Participate in team games. Developing simple tactics for attacking and defending</b></p>	<p>Practice fundamental movement skills, becoming increasingly confident and competent. <b>Master basic movements such as running, jumping, throwing and catching.</b></p> <p>Access a <b>broad range</b> of opportunities to extend their agility, balance and coordination. <b>Developing balance, agility and coordination</b></p> <p>Work individually and with others. Engage in cooperative physical activities. <b>Participate in team games. Developing simple tactics for attacking and defending</b></p>
KS2	<p>Continue to apply and develop a broader range of skills. <b>Use running, jumping, throwing and catching in isolation and in combination, practising using rackets</b></p> <p>Learn how to use (skills) in different ways and to link them to make actions and sequences of movement</p> <p>Engage in competitive physical activities (both against self and against others). <b>Play competitive games, modified where appropriate.</b></p>	<p>Continue to apply and develop a broader range of skills. <b>Use running, jumping, throwing and catching in isolation and in combination</b></p> <p>Learn how to use (skills) in different ways and to link them to make actions and sequences of movement</p> <p>Engage in competitive physical activities (both against self and against others). <b>Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.</b></p>	<p>Learn how to use their skills in different ways and to link them to make actions and sequences of movement. <b>Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns</b></p> <p><b>*Learn how to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</b></p>	<p>Continue to apply and develop a <b>broader range of skills</b>. Learn how to use their skills in different ways and to link them to make actions and sequences of movement. <b>Develop flexibility, strength, technique, control and balance.</b></p> <p><b>Enjoy competing with each other</b> <b>Play competitive games, modified where appropriate.</b></p> <p>Apply basic principles suitable for attacking and defending.</p>	<p>Continue to apply and develop a <b>broader range of skills</b>. <b>Use running, jumping, throwing and catching in isolation and in combination</b></p> <p>Learn how to use (skills) in different ways and to link them to make actions and sequences of movement</p> <p>Engage in competitive physical activities (both against self and against others). <b>Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.</b></p>	<p>Continue to apply and develop a <b>broader range of skills</b>. <b>Use running, jumping, throwing and catching in isolation and in combination</b></p> <p>Learn how to use (skills) in different ways and to link them to make actions and sequences of movement</p> <p>Engage in competitive physical activities (both against self and against others). <b>Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.</b></p>

\* evaluation is a part of all PE sequences but has a particular focus in some units.

**Black text** indicates what children should achieve by the end of the key stage and **red text** references what children should be taught.

Based on progression across key stages produced by The Association for Physical Education. Text in bold indicates progression planned in between half term blocks which build up over time.

### Further links to PE

- Commando Joe's provides **adventurous activities**, team games, multi-skills and balance, agility and co-ordination as well as communication and competition each week throughout the year. This also includes preparation for life, opportunities to build character and embed values such as fairness and respect.
- All children, from reception to year 4, receive **swimming** instruction all year round on a weekly basis which includes learning how to swim competently, using different swimming strokes and water safety.

### Additional PE activities or themed days:

- Skipping festival
- Zumba festival
- Hula hoop festival
- Joint sporting events with other local schools (for example Olympics day and adventurous activities)
- Rural schools sports competitions such as cricket and rugby led by the Newcastle United Foundation