

EYFS PE long term plan

PE focus: Fundamental movement skills to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Manipulation skills with equipment ball, beanbag etc.

| Key Fundamentals Dance Gymnastics Athletics Swimming OAA Ball skills/Invasion Net and wall Striking and fielding | | | | | | |
|---|----------|----------|---|--|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | | | Introduction to PE Unit 1/2 FMS 1. To move safely and sensibly in a space with consideration of others. 2. To develop moving safely and stopping with control. 3. To use equipment safely and responsibly. 4. To use different travelling actions whilst following a path. 5. To work with others co-operatively and play as a group. 6. To follow, copy and lead a partner. | Fundamentals Unit 1/2 FMS 1. To develop balancing whilst stationary and on the move. 2. To develop running and stopping. 3. To develop changing direction. 4. To develop jumping and landing. 5. To develop hopping and landing with control. 6. To explore different ways to travel. Unit 2 1. To move around safely in space. 2. To follow instructions and stop safely. 3. To stop safely and develop control when using equipment. 4. To follow instructions and play safely as a group. 5. To follow a path and take turns. 6. To work co-operatively with a partner. | Dance FMS 1. To explore different body parts and how they move. 2. To explore different body parts and how they move and remember and repeat actions. 3. To express and communicate ideas through movement exploring directions and levels. 4. To create movements and adapt and perform simple dance patterns. 5. To copy and repeat actions showing confidence and imagination. 6. To move with control and co-ordination, linking, copying and repeating actions. | Gymnastics FMS 1. To copy and create shapes with your body. 2. To be able to create shapes whilst on apparatus. 3. To develop balancing and taking weight on different body parts. 4. To develop jumping and landing safely. 5. To develop rocking and rolling. 6. To copy and create short sequences linking actions together. |
| | | | | | Games Unit 1 FMS 1. To work safely and develop running and stopping. 2. To develop throwing and learn how to keep score. 3. To be able to play games showing an understanding of the different roles within it. 4. To follow instructions and move safely when playing tagging games. 5. To work co-operatively and learn to take turns. 6. To work with others to play team games. | Ball Skills FMS 1. To develop rolling a ball to a target. 2. To develop stopping a rolling ball. 3. To develop accuracy when throwing to a target. 4. To develop bouncing and catching a ball. 5. To develop dribbling a ball with your feet. 6. To develop kicking a ball. |

Year 1 PE long term plan

PE focus: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

| Key Fundamentals Dance Gymnastics Athletics Swimming OAA Ball skills/Invasion Net and wall Striking and fielding | | | | | | |
|---|---|--|--|---|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | Fundamentals <u>BP1</u> 1. To explore balance, stability and landing safely. 2. To explore how the body moves differently when running at different speeds. 3. To explore changing direction and dodging. 4. To explore jumping, hopping, and skipping actions. 5. To explore co-ordination and combining jumps. 6. To explore combination jumping and skipping in an individual rope. | Gymnastics <u>BP1</u> 1. To explore travelling movements using the space around you. 2. To develop quality when performing gymnastic shapes. 3. To develop stability and control when performing balances. 4. To develop technique and control when performing shape jumps. 5. To develop technique in the barrel, straight and forward roll. 6. To link gymnastic actions to create a sequence. | Dance <u>BP1 and BP3</u> <u>Overall objectives</u> <ul style="list-style-type: none"> - Copy, remember and repeat actions. - Choose actions for an idea. - Use changes of direction, speed and levels with guidance. - Show some sense of dynamic and expressive qualities. - Begin to use counts. - Explore pathways with my performance. - Perform on my own and with others to an audience. | | Striking and fielding <u>BP1 and BP2</u> 1. To develop underarm throwing and catching and put this into small sided games. 2. To develop overarm throwing. 3. To develop striking a ball with my hand and equipment. 4. To retrieve a ball when fielding. 5. To understand how to get a batter out. 6. To develop decision making and understand how to score points. | Fitness <u>BP1</u> 1. To develop knowledge about how exercise can make you feel. 2. To develop knowledge about how exercise can make you strong and healthy. 3. To develop knowledge about how exercise relates to breathing. 4. To develop my understanding of how exercise helps my brain. 5. To develop my understanding of how exercise helps my muscles. 6. To begin to understand the importance of daily exercise.. |
| | Team building <u>Teamwork, communication and Leadership skills</u> 1. To co-operate and communicate with a partner to solve challenges. 2. To explore and develop teamwork skills. 3. To develop communication skills. 4. To use communication skills to lead a partner. 5. To plan with a partner and small group to solve problems. 6. To communicate with a group to solve challenges. | Ball Skills <u>BP1</u> 1. To develop control and co-ordination when dribbling a ball with your hands. 2. To explore accuracy when rolling a ball. 3. To explore throwing with accuracy towards a target. 4. To explore catching with two hands. 5. To explore control and co-ordination when dribbling a ball with your feet. 6. To explore tracking a ball that is coming towards me. | Sending and receiving <u>BP1</u> 1. To develop rolling and throwing a ball towards a target. 2. To develop receiving a rolling ball and tracking skills. 3. To be able to send and receive a ball with your feet. 4. To develop throwing and catching skills over a short distance. 5. To develop throwing and catching skills over a longer distance. 6. To apply sending and receiving skills to small games. | Target games <u>BP1</u> 1. To develop underarm throwing towards a target. 2. To develop throwing for accuracy. 3. To develop underarm and overarm throwing for accuracy. 4. To develop throwing for accuracy and distance using underarm and overarm. 5. To select the correct technique for the situation. 6. To develop throwing for accuracy and distance. | Athletics <u>BP1</u> 1. To learn to move at different speeds for varying distances. 2. To develop a foundation for balance and stability. 3. To develop agility and co-ordination. 4. To explore hopping, jumping and leaping for distance. 5. To develop throwing for distance. 6. To develop throwing for accuracy. | Invasion games (coach) BP2 1. To understand the role of defenders and attackers. 2. To recognise who to pass to and why. 3. To move towards goal with the ball. 4. To support a teammate when playing in attack. 5. To move into space showing an awareness of defenders. 6. To stay with a player when defending. |

BP1- Master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to

apply these in a range of activities.

BP2- Participate in team games, developing simple tactics for attacking and defending.

BP3- Perform dances using simple movement patterns.

Year 2 PE long term plan

PE focus: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

| Key Fundamentals Dance Gymnastics Athletics Swimming OAA Ball skills/Invasion Net and wall Striking and fielding | | | | | | |
|---|---|--|---|--|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 2 | Fundamentals <u>BP1</u> 1. To develop balance, stability and landing safely. 2. To explore how the body moves differently when running at different speeds. 3. To develop changing direction and dodging. 4. To develop and explore jumping, hopping and skipping actions. 5. To develop co-ordination and combining jumps. 6. To develop combination jumping and skipping in an individual rope. | Tennis <u>BP1</u> <u>Overall objectives</u> <ul style="list-style-type: none"> - Develop hitting a dropped ball over a net. - Accurately underarm throw over a net to a partner. - Explore underarm rallying with a partner catching after one bounce. Consistently use the ready position to move towards a ball. | Gymnastics <u>BP1</u> 1. To perform gymnastic shapes and link them together. 2. To be able to use shapes to create balances. 3. To be able to link travelling actions and balances using apparatus. 4. To demonstrate different shapes, take off and landings when performing jumps. 5. To develop rolling and sequence building. 6. To develop sequence work on apparatus. | Dance <u>BP1 and BP3</u> <u>Overall objectives</u> <ul style="list-style-type: none"> - Copy, remember and repeat a series of actions. - Select from a wider range of actions in relation to a stimulus. - Use pathways, levels, shapes, directions, speeds and timing with guidance. - Develop the use of pathways and travelling actions to include levels. Use mirroring and unison when completing actions with a partner. - Show a character through actions, dynamics and expression. - Use counts with help to stay in time with the music. Develop the use of facial expressions in my performance. | Fitness <u>BP1</u> 1. To understand how to run for longer periods of time without stopping. 2. To develop co-ordination and timing when jumping in a long rope. 3. To develop individual skipping. 4. To take part in a circuit to develop stamina and agility. 5. To explore exercises that use your own body weight. 6. To develop 'ABC,' agility, balance and co-ordination. | |
| | Team building <u>Teamwork, communication and Leadership skills</u> 1. To follow instructions and work with others. 2. To co-operate and communicate in a small group to solve challenges. 3. To create a plan with a group to solve the challenges. 4. To communicate effectively and develop trust. 5. To work as a group to solve problems. 6. To work with a group to copy and create a basic map. | Ball Skills <u>BP1</u> 1. To be able to roll a ball to hit a target. 2. To develop co-ordination and be able to stop a rolling ball. 3. To develop technique and control when dribbling a ball with your feet. 4. To develop control and technique when kicking a ball. 5. To develop co-ordination and technique when throwing and catching. 6. To develop control and co-ordination when dribbling a ball with your hands. | Invasion <u>BP1 and BP2</u> 1. To understand what being in possession means and support a teammate to do this. 2. To use a variety of skills to score goals. 3. To develop stopping goals. 4. To learn how to gain possession of the ball. 5. To develop an understanding of marking an opponent. 6. To learn to apply simple tactics for attacking and defending. | Target games <u>BP1</u> 1. To develop an understanding of target games and consider how much power to apply when aiming at a target. 2. To understand how to score in different target games using overarm throwing. 3. To develop understanding of different target games using the skill of kicking. 4. To develop striking to a target. 5. To develop hitting a moving target. 6. To select an appropriate skill to play a game. | Athletics <u>BP1</u> 1. To develop the sprinting action. 2. To develop jumping for distance. 3. To develop technique when jumping for height. 4. To develop throwing for distance. 5. To develop throwing for accuracy. 6. To develop technique when taking part in an athletics carousel. | Striking and fielding <u>BP1 and BP2</u> 1. To be able to track a rolling ball and collect it. 2. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. 3. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. 4. To develop striking for distance and accuracy. 5. To develop decision making to get a batter out. 6. To develop decision making when under pressure. |

BP1- Master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to

apply these in a range of activities.

BP2- Participate in team games, developing simple tactics for attacking and defending.

BP3- Perform dances using simple movement patterns.

Year 3 PE long term plan

PE focus: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

BP1- Use running, jumping, throwing and catching in isolation and in combination.

| Key Fundamentals Dance Gymnastics Athletics Swimming OAA Ball skills/Invasion Net and wall Striking and fielding | | | | | | |
|---|---|---|--|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 3 | Tag Rugby <u>BP1, BP2 and BP6</u> 1. To develop throwing, catching and running with the ball. 2. To develop an understanding of tagging rules. 3. To begin to use the 'forward pass' and 'off side' rule. 4. To dodge a defender and move into space when running towards the goal. 5. To develop defending skills and use them in a game situation. 6. To apply the rules and skills you have learnt and play in a tag rugby tournament. | Dance (coach) <u>BP3, BP4 and BP6</u> <u>Overall objectives</u> <ul style="list-style-type: none"> - Copy remember and perform a dance phrase. - Create short dance phrases that communicate an idea. - Use canon, unison and formation to represent an idea. - Use direction to transition between formations. - Match dynamic and and expressive qualities to a range of ideas. - Use counts to keep in time with a partner and group. Perform short, self-choreographed phrases showing an awareness of timing. | | Gymnastics (coach) <u>BP1, BP3 and BP6</u> 1. To be able to create interesting point and patch balances. 2. To develop stepping into shape jumps with control. 3. To develop the straight, barrel, and forward roll. 4. To be able to transition smoothly into and out of balances. 5. To create a sequence with matching and contrasting actions and shapes. 6. To create a partner sequence incorporating equipment. | Football (coach) <u>BP1, BP2 and BP6</u> 1. To develop controlling the ball and dribbling under pressure. 2. To develop passing to a teammate. 3. To be able to control the ball with different parts of the body. 4. To develop changing direction with the ball using an inside and outside hook. 5. To jockey / track an opponent. 6. To be able to apply the rules and tactics you have learnt to play in a football tournament. | Fitness <u>BP1, BP3 and BP6</u> 1. To develop an awareness of what your body is capable of. 2. To develop speed and strength. 3. To complete actions to develop co-ordination. 4. To complete actions to develop agility. 5. To complete actions to develop balance. 6. To complete actions to develop stamina. |
| | Swimming See progression journey and progression ladder. Teaching dependant on pupils ability. | Ball skills <u>BP1 and BP6</u> 1. To develop confidence and accuracy when tracking a ball. 2. To develop confidence and accuracy when tracking a ball. 3. To explore and develop a variety of throwing techniques. 4. To develop catching skills using one and two hands. 5. To develop dribbling a ball with hands. 6. To use tracking, sending and dribbling skills with feet. | Tennis <u>BP1, BP2 and BP6</u> 1. To develop racket and ball control. 2. To develop returning the ball using a forehand groundstroke. 3. To be able to rally using a forehand. 4. To develop the two handed backhand. 5. To learn how to score. To develop playing against an opponent. 6. To work collaboratively with a partner and compete against others. | Netball <u>BP1, BP2 and BP6</u> 1. To develop passing and moving and play within the footwork rule. 2. To develop passing and moving towards a goal. 3. To develop movement skills to lose a defender. 4. To be able to defend an opponent and try to win the ball. 5. To develop the shooting action. 6. To develop playing using netball rules. | Athletics <u>BP1, BP3 and BP6</u> 1. To develop the sprinting technique and improve on your personal best. 2. To develop changeover in relay events. 3. To develop jumping technique in a range of approaches and take off positions. 4. To develop throwing for distance and accuracy. 5. To develop throwing for distance in a pull throw. 6. To develop officiating and performing skills. | Cricket <u>BP1, BP2 and BP6</u> 1. To develop overarm throwing and catching. 2. To develop underarm bowling. 3. To learn how to grip the bat and develop batting technique. 4. To be able to field a ball using a two handed pick up and a short barrier. 5. To develop overarm bowling technique. 6. To play apply skills learnt to mini cricket. |

BP2- 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.

BP3- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

BP4- Perform dances using a range of movement patterns.

BP5- Take part in outdoor and adventurous activity challenges both individually and within a team.

BP6- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 4 PE long term plan

PE focus: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

| Key | | | | | | |
|---------------------|--|--|---|---|--|---|
| Fundamentals | Dance | Gymnastics | Athletics | Swimming | OAA | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 4 | Dance <u>BP3, BP4 and BP6</u> <u>Overall objectives</u> <ul style="list-style-type: none"> - Copy, remember and adapt set choreography. - Choreograph considering structure individually, with a partner and in a group. - Use action and reaction to represent an idea. - Change dynamics to express changes in character or narrative. - Confidently use changes in level, direction and pathway. - Use counts when choreographing short phrases. - Perform complex dances that communicate narrative and character well, performing clearly and fluently. | | Hockey <u>BP1, BP2 and BP6</u> <ol style="list-style-type: none"> 1. To develop sending the ball with a push pass. 2. To develop receiving the ball. 3. To develop dribbling using the reverse stick (Indian dribble). 4. To develop moving into space after passing the ball. 5. To use an open stick tackle to gain possession. 6. To apply defending and attacking principles and skills in a hockey tournament. | Tennis <u>BP1, BP2 and BP6</u> <ol style="list-style-type: none"> 1. To develop hitting the ball using a forehand. 2. To develop returning the ball using a forehand. 3. To develop the backhand and understand when to use it. 4. To work co-operatively with a partner to keep a continuous rally going. 5. To use simple tactics in a game to outwit an opponent. 6. To demonstrate honesty and fair play when competing against others. | Gymnastics <u>BP1, BP3 and BP6</u> <ol style="list-style-type: none"> 1. To develop individual and partner balances. 2. To develop control in performing and landing rotation jumps. 3. To develop the straight, barrel, forward and straddle roll. 4. To develop the straight, barrel, forward and straddle roll. 5. To develop strength in inverted movements. - 6. To be able to create a partner sequence to include apparatus. | OAA <u>BP5 and BP6</u> <ol style="list-style-type: none"> 1. To develop co-operation and teamwork skills. 2. To develop trust and team work. 3. To involve all team members in an activity and work towards a collective goal. 4. To develop trust whilst listening to others and following instructions. 5. To be able to identify objects on a map, draw and follow a simple map. 6. To draw a route using directions. - To be able to orientate a map and navigate around a grid. |
| | Basketball <u>BP1, BP2 and BP6</u> <ol style="list-style-type: none"> 1. To develop the attacking skill of dribbling. 2. To use protective dribbling against an opponent. 3. To develop the bounce and chest pass and begin to recognise when to use them. 4. To develop tracking and defending an opponent. 5. To develop the technique for the set shot. 6. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. | Swimming (coach) See progression journey and progression ladder. Teaching dependant on pupils ability. | | Handball <u>BP1, BP2 and BP6</u> <ol style="list-style-type: none"> 1. To begin to throw and catch while on the move. 2. To learn how to move towards goal or away from a defender. 3. To develop accuracy when shooting. 4. To be able to apply individual and team defending skills 5. To use a change of direction and speed to lose a defender and move into space. 6. To maintain possession when in attack. | Athletics <u>BP1, BP3 and BP6</u> <ol style="list-style-type: none"> 1. To develop stamina and an understanding of speed and pace in relation to distance. 2. To develop power and speed in the sprinting technique. 3. To develop technique when jumping for distance. 4. To develop power and technique when throwing for distance. 5. To develop a pull throw for distance and accuracy. 6. To develop officiating and performing skills. | Rounders <u>BP1, BP2 and BP6</u> <ol style="list-style-type: none"> 1. To play different roles in a game and begin to think tactically about each role. 2. To develop the bowling action and learn the rules of bowling. 3. To run around the outside of the bases and make decisions about when to stop and when to run. 4. To field a ball using a two handed pick up and a short barrier. 5. To develop batting technique and an understanding of where to hit the ball. 6. To apply skills and rules learnt to play rounders. |

BP1- Use running, jumping, throwing and catching in isolation and in combination.

BP2- 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.

BP3- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

BP4- Perform dances using a range of movement patterns.

BP5- Take part in outdoor and adventurous activity challenges both individually and within a team.

BP6- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming - Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.

Year 5 PE long term plan

PE focus: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

| Key | | | | | | | | | | |
|--------------|--|------------|--|----------|--|----------------------|---|-----------------------|--|--|
| Fundamentals | Dance | Gymnastics | Athletics | Swimming | OAA | Ball skills/Invasion | Net and wall | Striking and fielding | | |
| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | Summer 2 |
| 5 | Dance (coach) <u>BP3, BP4 and BP6</u> <u>Overall objectives</u> <ul style="list-style-type: none">- Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.- Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.- Confidently perform choosing appropriate dynamics to represent an idea.- Confidently use direction and patterning to express different dance styles.- Confidently use formations, canon and unison to express a dance idea.- Use counts accurately when choreographing to perform in time with others and the music.- Perform dances expressively, using a range of performance skills, showing accuracy and fluency. | | | | Tag rugby <u>BP1, BP2 and BP6</u> <ul style="list-style-type: none">1. To develop attacking principles, understanding when to run and when to pass.2. To be able to use the ‘forward pass’ and 'offside' rules.3. To be able to play games using tagging rules.4. To develop dodging skills to lose a defender.5. To develop drawing defence and understanding when to pass.6. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. | | Netball <u>BP1, BP2 and BP6</u> <ul style="list-style-type: none">1. To develop passing and moving.2. To be able to use the attacking principle of creating and using space.3. To be able to change direction and lose a defender.4. To be able to defend ball side and know when to go for interceptions.5. To develop the shooting action.6. To use and apply skills and tactics to small sided games. | | OAA <u>BP5 and BP6</u> <ul style="list-style-type: none">1. To build communication and trust whilst showing an awareness of safety.2. To work as a team to solve problems, sharing ideas and collaborating with one another.3. To develop tactical planning and problem solving.4. To share ideas and work as a team to solve problems.5. To develop navigational skills and map reading.6. To use a key to identify objects and locations. | Gymnastics <u>BP1, BP3 and BP6</u> <ul style="list-style-type: none">1. To be able to perform symmetrical and asymmetrical balances.2. To develop the straight, forward, straddle and backward roll.3. To be able to explore different methods of travelling, linking actions in both canon and synchronisation.4. To be able to perform progressions of inverted movements.5. To explore matching and mirroring using actions both on the floor and on apparatus.6. To be able to create a partner sequence using apparatus. |
| | Football <u>BP1, BP2 and BP6</u> <ul style="list-style-type: none">1. To be able to dribble the ball under pressure.2. To pass the ball accurately to help to maintain possession.3. To use different turns to keep the ball away from defenders.4. To develop defending skills to gain possession.5. To develop goalkeeping skills to stop the opposition from scoring.6. To be able to apply the rules and tactics you have learnt to play in a football tournament. | | Tennis <u>BP1, BP2 and BP6</u> <ul style="list-style-type: none">1. To develop returning the ball using a forehand groundstroke.2. To develop returning the ball using a backhand groundstroke.3. To work cooperatively with a partner to keep a continuous rally.4. To develop the underarm serve and understand the rules of serving.5. To develop the volley and understand when to use it.6. To use a variety of strokes to outwit an opponent. | | Dodgeball <ul style="list-style-type: none">1. To apply rules honestly and fairly to a game situation.2. To develop throwing at a moving target.3. To select the appropriate dodging skill for the situation.4. To develop catching with increasing consistency under pressure.5. To understand and apply tactics in a game.6. To develop officiating skills and referee a game. | | Swimming See progression journey and progression ladder. Teaching dependant on pupils ability. | | Athletics <u>BP1, BP3 and BP6</u> <ul style="list-style-type: none">1. To be able to apply different speeds over varying distances.2. To develop fluency and co-ordination when running for speed.3. To develop technique in relay changeovers.4. To develop technique and co-ordination in the triple jump.5. To develop throwing with force for longer distances.6. To develop throwing with greater control and technique. | Cricket <u>BP1, BP2 and BP6</u> <ul style="list-style-type: none">1. To develop throwing accuracy and catching skills.2. To develop batting accuracy and directional batting.3. To develop catching skills (close/deep catching and wicket keeping).4. To develop overarm bowling technique and accuracy.5. To develop a variety of fielding techniques and to use them within a game.6. To develop long and short barriers and apply them to a game situation. |

BP1- Use running, jumping, throwing and catching in isolation and in combination.

BP2- 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.

BP3- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

BP4- Perform dances using a range of movement patterns.

BP5- Take part in outdoor and adventurous activity challenges both individually and within a team.

BP6- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming - Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.

Year 6 PE long term plan

PE focus: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

| Key | | | | | | | | |
|--------------|---|--|--|---|---|--|--------------|-----------------------|
| Fundamentals | Dance | Gymnastics | Athletics | Swimming | OAA | Ball skills/Invasion | Net and wall | Striking and fielding |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
| 6 | Gymnastics <u>BP1, BP3 and BP6</u> 1. To be able to develop the straddle, forward and backward roll. 2. To develop counter balance and counter tension. 3. To be able to perform inverted movements with control. 4. To be able to perform the progressions of a headstand and a cartwheel. 5. To be able to use flight from hands to travel over apparatus. 6. To be able to create a group sequence using formations and apparatus. | Dance (coach) <u>BP3, BP4 and BP6</u> <u>Overall objectives</u> <ul style="list-style-type: none">- Perform dances confidently and fluently with accuracy and good timing.- Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.- Improvise and combine dynamics demonstrating an awareness of the impact on performance.- Show controlled movements which express emotion and feeling.- Use counts when choreographing and performing to improve the quality of work. Demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance. | | Badminton <u>BP1, BP2 and BP6</u> 1. To develop footwork and the forehand and backhand grip. 2. To develop the backhand serve over a net. To develop rallying using an overhead forehand clear. 3. To develop the forehand serve over a net. 4. To learn how to score points and play in competitive games. 5. To develop the backhand clear and apply this to game situations. 6. To show respect, honesty and fair play when competing against an opponent. | Volleyball <u>BP1, BP2 and BP6</u> 1. To develop the fast catch volley. 2. To be able to volley the ball using a set shot. 3. To develop the dig and understand when to use it. 4. To keep a continuous rally going over the net. 5. To develop the underarm serve and learn the rules of serving. 6. To apply the rules, skills and tactics learnt to play in a volleyball tournament. | Swim 30 Catch up for any pupils who haven’t met criteria | | |
| | Fitness <u>BP1, BP3 and BP6</u> 1. To develop an awareness of what your body is capable of. 2. To develop speed and stamina. 3. To develop strength using my own body weight. 4. To develop co-ordination through skipping. 5. To perform actions that develop agility. 6. To develop control whilst balancing. | Handball <u>BP1, BP2 and BP6</u> 1. To develop a variety of passes and know when to use each to help to maintain possession. 2. To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders. 3. To use defending skills to stop an opponent from scoring. 4. To select and apply the appropriate skill to score goals. 5. To use defensive skills to gain possession. 6. To maintain possession under pressure. | Basketball <u>BP1, BP2 and BP6</u> 1. To develop protective dribbling against an opponent. 2. To be able to move into space to support a teammate. 3. To choose when to pass and when to dribble. 4. To be able to track an opponent and use defensive techniques to win the ball. 5. To be able to perform a set shot and a jump shot. 6. To be able to apply the rules and tactics you have learnt to play in a basketball tournament. | Hockey <u>BP1, BP2 and BP6</u> 1. To develop dribbling to beat a defender. 2. To develop sending the ball using a push pass. 3. To develop receiving the ball with control. 4. To be able to move into space to support a teammate. 5. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. 6. To apply the rules and skills you have learnt to play in a hockey tournament. | Athletics <u>BP1, BP3 and BP6</u> 1. To work collaboratively with a partner to set a steady pace. 2. To develop your own and others sprinting technique. 3. To develop power, control and technique for the triple jump. 4. To develop power, control and technique when throwing for distance. 5. To develop throwing with force and accuracy for longer distances. 6. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. | Rounders <u>BP1, BP2 and BP6</u> 1. To develop the bowling action and understand the role of the bowler. 2. To develop batting technique. 3. To make decisions about where and when to send the ball to stump a batter out. 4. To develop a variety of fielding techniques and when to use them in a game. 5. To develop long and short barriers in fielding and understand when to use them. 6. To apply the rules and skills you have learnt to play in a rounders tournament. | | |

BP1- Use running, jumping, throwing and catching in isolation and in combination.

BP2- 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.

BP3- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

BP4- Perform dances using a range of movement patterns.

BP5- Take part in outdoor and adventurous activity challenges both individually and within a team.

BP6- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming - Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.