

Willerby Carr Lane

Primary School



Curriculum Long Term Plan

PHYSICAL EDUCATION

POLICY MANAGEMENT

Approved by	
Date approved	
Effective date	
Next review date	
Version Control	The most up to date version of this document is held on the school's intranet

Curriculum Long Term Plan: PHYSICAL EDUCATION

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Ourselves	Great Fire of London	United Kingdom	United Kingdom	Plants	Animals
Subject Focus	Gymnastics Games	Dance	Dance Gymnastics	Team Games Dance	Gymnastics – Val Sabin	Team Games Athletics
Programme of Study	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns
Activities - 1	<ul style="list-style-type: none"> • Gymnastics - Val Sabin 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Team games 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Team games
Skills	<ul style="list-style-type: none"> • How can my body move and stop? Travelling, balancing • 	<ul style="list-style-type: none"> • Perform dances using simple movements. • Focus – fireworks and fire 	<ul style="list-style-type: none"> • Perform dances using simple movements. • Focus – dance (for the year one spring performance to parents) • Sequences, paired/group work 	<ul style="list-style-type: none"> • Master and apply basic movement skills • Top marks ‘beat your own score’ equipment – KS2 hall • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Master and apply basic movement skills •
Activities - 2	<ul style="list-style-type: none"> • Games - Val Sabin 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Gymnastics 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Athletics
Skills	<ul style="list-style-type: none"> • spatial awareness and control over small games equipment • throwing and catching, rolling • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Master and apply basic movement skills • Focus - Simple sequences using apparatus. 	<ul style="list-style-type: none"> • Perform dances using simple movements • Focus – Maypole dancing • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Focus – sports day

Curriculum Long Term Plan: PHYSICAL EDUCATION

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Where in the World	Where in the World	Florence Nightingale and Mary Seacole	Florence Nightingale and Mary Seacole	Habitats	Habitats
Subject Focus	Circuit Training Gymnastics	Dance Team Games	Dance Gymnastics	Dance Team Games	Athletics Dance	continued
Programme of Study	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns
Activities - 1	<ul style="list-style-type: none"> • Circuit Training 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Gymnastics 	<ul style="list-style-type: none"> • Athletics 	<ul style="list-style-type: none"> • Dance
Skills	<ul style="list-style-type: none"> • Freddie Fit 	<ul style="list-style-type: none"> • Dances from around the world. 	<ul style="list-style-type: none"> • Country dancing 	<ul style="list-style-type: none"> • Val Sabin: Pathways 	<ul style="list-style-type: none"> • Sports Day-team and individual training 	<ul style="list-style-type: none"> • Year 2 performance dances
Activities - 2	<ul style="list-style-type: none"> • Gymnastics 	<ul style="list-style-type: none"> • Hockey 	<ul style="list-style-type: none"> • Gymnastics 	<ul style="list-style-type: none"> • Team games 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Gymnastics
Skills	<ul style="list-style-type: none"> • Val Sabin: Parts high and parts low 	<ul style="list-style-type: none"> • Control, dribbling, passing, scoring 	<ul style="list-style-type: none"> • Val Sabin: Zigzag 	<ul style="list-style-type: none"> • Dodgeball 	<ul style="list-style-type: none"> • Maypole dancing - Year 2 performance 	<ul style="list-style-type: none"> • Val Sabin: Linking movements together

Curriculum Long Term Plan: PHYSICAL EDUCATION

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	The Stone Age to The Iron Age	The Stone Age to The Iron Age	Romans	Romans	Extreme Earth	Forces and Magnets
Subject Focus						
Programme of Study	<ul style="list-style-type: none"> 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best
Activities - Teacher	<ul style="list-style-type: none"> Throwing and catching a ball Partner work 	<ul style="list-style-type: none"> Contemporary dance 	<ul style="list-style-type: none"> Dodgeball 	<ul style="list-style-type: none"> Dodgeball 	<ul style="list-style-type: none"> Badminton 	<ul style="list-style-type: none"> Rounders Sports day practise
Skills - Teacher	<ul style="list-style-type: none"> To be able to throw and catch a ball in a stationary position To be able to aim a ball towards a partner To be able to catch a ball coming towards you Practise throwing and catching skills in a given game In groups, create own games involving throwing and catching Whole class throwing and catching games/competition 	<ul style="list-style-type: none"> To follow simple choreographed steps To be able to perform as part of a whole class To use the steps from a known dance to create own choreographies To perform in small groups To evaluate, improve and edit own and other groups' performances. 	<ul style="list-style-type: none"> To introduce the rules of dodgeball through small sided short games Teach the techniques of the basic throws within the game Improve the dodging skills and movement of players Introduce team attacks and the technique for throwing/aiming (throw together/spread out/get close/aim low etc.) Improve team attacks and work on catching Learn how to successfully duck and jump thrown balls Whole year group tournament 	<ul style="list-style-type: none"> To introduce the rules of dodgeball through small sided short games Teach the techniques of the basic throws within the game Improve the dodging skills and movement of players Introduce team attacks and the technique for throwing/aiming (throw together/spread out/get close/aim low etc.) Improve team attacks and work on catching Learn how to successfully duck and jump thrown balls Whole year group tournament 	<ul style="list-style-type: none"> To be able to form the correct stance when playing badminton (t shape) To know how to hold the racket in a forehand position To know how to hold the racket in a backhand position To be able to hit the shuttle To be able to hit the shuttle with control To be able to serve the shuttle To be able to serve the shuttle with control To be able to work in small groups to improve serving techniques To maintain a steady rally without the use of a net To maintain a steady rally with the use of a net To evaluate own and each others' techniques 	<ul style="list-style-type: none"> To understand the rules of rounders, including the players' roles To practise in throwing at a target (to a batter and a base) To be able to bat a ball with a different style of bat To develop spatial and time awareness in a competitive situation Whole year group rounders tournament

Curriculum Long Term Plan: PHYSICAL EDUCATION

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Ancient Egypt	Humans	Anglo Saxons	Electricity	Indian Summer	Animals and their Habitats
Subject Focus	•					
Programme of Study	<ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • Swimming and water safety • In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively; perform safe self-rescue in different water-based situations. 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best
Activities - Teacher	• Orienteering	• Orienteering	• Dance	• Gymnastics	• Swimming	• Swimming
Skills - Teacher	<ul style="list-style-type: none"> • understand the concept of a map/plan. • understand the use of symbols and a key develop spatial awareness/relationship of shapes to each other • learn the importance of correct orientation of the map. • practise the skills of orientation and recognition of start and finish symbols • encourage cooperation and discussion • play competitive games, football and apply basic principles suitable for attacking and defending 	•	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Balance • Body Weight • develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> • learn different strokes • learn water safety/ poolside rules • swim over 25 m 	•
Activities – PE specialist	• Football	• Hockey • Basketball	• Netball • Benchball	• Rugby	• Athletics	• Athletics

Skills – PE specialist	•	•	•	•	•	•
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