



Curriculum Long Term Plan

PE

	Autumn	Spring	Summer
Nursery	<p>To ride a 3 wheel scooter or a trike without pedals with co-ordination.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To copy the movements of a demonstrating adult or peer.</p> <p>To take part in a variety of group activities.</p>	<p>To pedal a trike and ride a 2 wheel scooter with balance and co-ordination</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>To move themselves on a balance bike and lift their feet for short periods.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
Reception	<p>Autumn 1 Gymnastics – Unit A ‘Travelling’</p> <p>Key End Points from PE lessons & EYFS teaching and provision</p> <p>:</p> <p>By the end of this term children will be able to:</p> <p>Listen to instructions and engage themselves in activity Use space safely Confidently travel on their feet in different ways and recognise directions</p>	<p>Spring 1 Gymnastics – Unit B ‘Stretching & Curling’</p> <p>Key End Points from PE lessons & EYFS teaching and provision</p> <p>:</p> <p>By the end of this term children will be able to:</p> <p>Demonstrate wide, thin, tall and curled body shapes when travelling or holding a balance. Know they can take their weight on different body parts to make different shapes. Hold a strong, controlled balance and show an awareness of levels. Use space safely and stop on a given signal.</p>	<p>Summer 1 Gymnastics – Unit C ‘Travelling Taking Weight on Different Body Parts’</p> <p>Key End Points from PE lessons & EYFS teaching and provision</p> <p>:</p> <p>By the end of this term children will be able to:</p> <p>Travel along the floor and apparatus taking weight on feet, hands and feet, sliding (on front, back, side, on different</p>

	<p>Name and use different parts of their bodies Work sensible and co-operatively with other children to lift apparatus like mats and benches.</p> <p>Autumn 2 Dance – Reception Unit 1 Key End Points from PE lessons & EYFS teaching and provision :</p> <p>By the end of this term children will be able to:</p> <p>Move with control and co-ordination. Move with confidence, imagination and in safety.</p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>Link together two contrasting balances and a travelling movement and a balance. Adapt and safely transfer curled and stretched travelling and balancing onto apparatus.</p> <p>Spring 2 Dance – Reception Unit 2 Key End Points from PE lessons & EYFS teaching and provision :</p> <p>By the end of this term children will be able to:</p> <p>Move with control and co-ordination. Move with confidence, imagination and in safety.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>body parts) and one foot to two feet jumping. Explore travelling high and low and link movements together. Sideways rolling- curled and stretched. Learn the correct weight transference from jumping to rolling. Balance and travel with feet higher than head. All ideas are transferred to apparatus at every stage and should be adapted and developed as appropriate (under/over/along/on/off/in and out)</p> <p>Spring 2 Dance – Reception Unit 3 Key End Points from PE lessons & EYFS teaching and provision :</p> <p>By the end of this term children will be able to:</p> <p>Use different parts of their bodies to communicate ideas. Remember and perform short phrases of movement. Describe their own actions and the actions of others. Select movements to create dances within a simple framework.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and</p>
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EYFS Provision	<p>Classroom provision</p> <p>Physical activities indoor – fine motor skills including scissor skills, pencil control, construction area etc. Dough Disco, model making, scarf dancing.</p> <p>Physical activities outdoor – climbing, balancing on trim trail, large construction to build, carry and move. Throwing and catching, target control.</p>		
Year 1	<p style="text-align: center;"><u>Autumn 1</u></p> <p>Gymnastics – Year 1, Unit E 'Points & Patches'</p> <p style="text-align: center;">Key End Points:</p> <p>By the end of this term children will be able to:</p> <p>Demonstrate different ways of travelling on small and large parts of the body.</p> <p>Know which small parts of the body can safely take weight and show high and low balanced positions using different combinations.</p> <p>Balance upon large body parts and know how to vary the shape of the balances.</p> <p>Select two balances and link them together showing control and change of speed.</p> <p>Make a simple balanced shape for a partner to step over or travel underneath.</p> <p>Select, apply, adapt, and transfer knowledge skills and understanding to</p>	<p style="text-align: center;"><u>Spring 1</u></p> <p>Gymnastics – Year 1, Unit F 'Rocking & Rolling'</p> <p style="text-align: center;">Key End Points:</p> <p>By the end of this term children will be able to:</p> <p>Know, understand and show which parts of the body can be used for spinning and rocking.</p> <p>Rock on different body parts to stand up or turn over.</p> <p>Know and understand the safety implications involved in various types of rolling and be able to show rolling sideways in curled and stretched shapes.</p> <p>Move into and out of a sideways roll in different ways.</p> <p>Link together a jump, safe landing, and rolling action showing different combinations of shapes (e.g. star shaped jump with a long thin roll) and finish in a stretched position.</p> <p>Apply, adapt and transfer these ideas to appropriate apparatus (special attention should</p>	<p style="text-align: center;"><u>Summer 1</u></p> <p>Gymnastics – Year 1, Unit G 'Wide, Narrow & Curled'</p> <p style="text-align: center;">Key End Points:</p> <p>By the end of this term children will be able to:</p> <p>Observe, copy and describe the movements of others and show a variety of wide and narrow balances.</p> <p>Travel showing long and narrow, wide and short shapes.</p> <p>Know and use a variety of ways of travelling in a curled-up shape.</p> <p>Travel and balance showing an understanding of close to the ground or apparatus and far away from the ground or apparatus.</p> <p>Understand the safety implications and show a tucked jump.</p> <p>Join together a jump, turning movement and stretched balance.</p>

	<p>simple apparatus at every stage of learning.</p> <p>Games – Year 1, Unit 1 ‘Ball Skills and Games’</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Demonstrate co-ordination when passing a ball around different parts of the body. Bounce and pat-bounce a ball with a degree of control. Understand how to send, receive, kick and dribble a ball and practise to improve the skills. Show a degree of control when sending and receiving a range of equipment. Understand that they must ‘get in line with a ball to receive it’. Send a ball various ways to play individual target games or target games with a partner.</p> <p><u>Autumn 2</u></p> <p>Dance – Year 1, Unit 1</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Explore actions in response to stimuli. Know and perform basic dance skills in relation to dance ideas.</p>	<p>be given to safe landings e.g. land on feet with control before rolling sideways on the mat, and slide to the floor with control before rolling sideways).</p> <p>Games – Year 1, Unit 3 ‘Bat & Balls Skills and Games</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms. Balance a ball on a bat when standing still or walking. Hit a ball with a bat, upwards and downwards with some control. Send a ball along the ground and through the air for a partner to catch or receive. Understand and show skipping with a rope. Use steering, hitting along the ground and hitting through the air to play individual and co-operative target games.</p> <p><u>Spring 2</u></p> <p>Dance – Year 1, Unit 3</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Know and perform the basic dance actions with some idea of mood and feeling in relation to the dance idea. Copy and perform simple phrases and rhythmic patterns. Improvise an idea. Choose and link appropriate movements-recognise different rhythms, dynamics and relationships.</p>	<p>Transfer, adapt and apply skills, ideas and linked movements to apparatus at every stage of learning.</p> <p>Games – Year 1, Unit 4 ‘Developing Partner Work’</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Play safely with a partner in running games and when using equipment. Throw and catch individually and in pairs using a variety of apparatus including hoops. Kick and dribble a ball with control and roll and retrieve a hoop. Practise and develop their sending and receiving skills in co-operative games with a partner. Demonstrate how to change the game to make it harder.</p> <p><u>Summer 2</u></p> <p>Dance – Year 1, Unit 4</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Know and perform the basic dance actions with some idea of mood and feeling in relation to the dance idea. Explore a range of movements suitable to the idea and change and vary directions and speeds. Show the understanding of dance, communicating ideas and create short phrases and simple structures using appropriate movements. Work in pairs and small groups to create a dance.</p>
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Year 2	<p>Autumn 1</p> <p>Gymnastics – Year 2 Unit H ‘Parts High & Parts Low’</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Show various ways of travelling and balancing with the body close to or far away from the ground or apparatus. Understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground. Take weight confidently on hands to lift the feet high.</p>	<p>Spring 1</p> <p>Gymnastics – Year 2, Unit J ‘Turning, Spinning & Twisting’</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Understand and show a variety of controlled turning jumps e.g. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ or full turn using one foot to two feet or two feet to two feet. Understand the safety implications and demonstrate a variety of rolls and spins on different parts of the body showing co-ordination and contrasts in speed.</p>	<p>Summer 1</p> <p>Gymnastics – Year 2, Unit K ‘Linking Movement Together’</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels. Understand and perform movements where different parts of the body lead into the next action e.g. hands and head</p>

	<p>Plan and link together two or three movements showing control and co-ordination and an awareness of contrast in speed. Travel underneath a partner who is holding a balanced bridge position. Transfer, modify and apply the ideas and linked movements to appropriate apparatus at every stage of learning, with the emphasis being on body parts close to and far away from the apparatus.</p> <p>Games – Year 2, Unit 1 ‘Throwing & Catching - Inventing Games’</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Throw, catch and bounce with two hands, or one hand, or different parts of the body using a variety of equipment. Understand and use ‘beat your own record’ activities to put skills under pressure and improve performance. Throw, catch and bounce when in a stationary position or moving about the playing area and aiming at a target. Understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over-arm throwing, one hand, the other hand, etc.) Understand how to make up rules and score points.</p> <p>Autumn 2</p> <p>Dance – Year 2, Unit 1</p> <p>Key End Points: By the end of this term children will be able to:</p>	<p>Use a jump to link together a turning movement in the air with a turning or spinning movement on the floor. Understand that ‘fixing’ one half of the body to the floor and then turning the other half produces a twisted position and shows various ways of moving out of it. Transfer, adapt and apply all these ideas safely to apparatus at every stage of learning.</p> <p>Games – Year 2, Unit 3 ‘Dribbling, Kicking & Hitting’</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Show continuous and controlled dribbling with hands, feet, bat or stick and know how to change speed and direction. Understand and demonstrate striking, passing and receiving with a partner using a range of equipment. Identify and use simple attacking and defending strategies e.g. vary the height and speed of a pass. Play co-operative and competitive striking, net, aiming and invasion type games with a partner using... Know how to score and understand how to improve.</p> <p>Spring 2</p> <p>Dance – Year 2, Unit 2</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Work in pairs using ‘Follow-my-leader’ unison and canon.</p>	<p>can lead into a forward roll, and knees and hips lead into a shoulder stand. Compose a short, simple sequence of three or more movements using different combinations of travel, roll, balance and jump and show changes in direction. Perform a simple sequence with a partner. Transfer, adapt and apply knowledge, skills and understanding onto appropriate apparatus at every stage of learning.</p> <p>Games – Year 2, Unit 4 ‘Group Games and Inventing Rules’</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills. Select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills. Play with confidence in varying group formations e.g. 2v2, 4v4, 3v1 etc. Invent rules and explain how they can improve the game. Understand and use simple tactics to work as a team e.g. when defending there must always be one person between the ‘goal’ and the person with the ball.</p> <p>Summer 2</p> <p>Dance – Year 2, Unit 3</p> <p>Key End Points: By the end of this term children will be able to:</p>
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	<p>Remember and repeat movement phrases and patterns with some level of control and co-ordination. Select and apply dance skills by making appropriate choices in relation to the dance ideas. Describe dance phrases and expressive qualities. Know that they need to warm-up and calm-down.</p> <p>Games – Year 2, Unit 2 ‘Making Up Games with a partner aiming, Hitting and Kicking’</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Send and receive with consistency, co-ordination and control using a variety of equipment. Demonstrate accuracy when using hands and feet in different ways to pass or aim. Understand and use simple tactics e.g. passing at different angles, heights and speeds to outwit an opponent. Observe and copy a partner’s game and then improve it. Choose and use appropriate equipment for the games they create both individually and with a partner. Make up rules and know how to make the game harder.</p>	<p>Know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea. Recognise different dance forms and compositional skills and be able to describe them and comment on quality. Understand and tell you how important it is to be active.</p> <p>Games – Year 2, Unit 3 ‘Dribbling, Kicking & Hitting’ (continued)</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Show continuous and controlled dribbling with hands, feet, bat or stick and know how to change speed and direction. Understand and demonstrate striking, passing and receiving with a partner using a range of equipment. Identify and use simple attacking and defending strategies e.g. vary the height and speed of a pass. Play co-operative and competitive striking, net, aiming and invasion type games with a partner using... Know how to score and understand how to improve.</p>	<p>Demonstrate the ability to hold clear body shapes both in movement and stillness. Improvise to an idea. Perform a whole dance with a simple narrative structure. Observe and describe dance phrases and expressive qualities.</p> <p>Games – Year 2, Unit 4 ‘Group Games and Inventing Rules’ (continued)</p> <p>Key End Points: By the end of this term children will be able to:</p> <p>Demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills. Select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills. Play with confidence in varying group formations e.g. 2v2, 4v4, 3v1 etc. Invent rules and explain how they can improve the game. Understand and use simple tactics to work as a team e.g. when defending there must always be one person between the ‘goal’ and the person with the ball.</p>
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