

PE Long Term Plan EY & KS1

Early Years		
Early Learning Goal	Vocabulary	Frameworks
<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>kick, foot, hard, soft, far, near, partner, pick up, throw, jump, run, stop, fast, slow, dodge, freeze, tag, balance, tip toes, squat, big steps, small steps, race, win, far, fastest</p> <p>Creative movement: Slithering, shuffling, rolling, crawling, walking, running, skipping, sliding, hopping</p> <p>Throwing and catching Catch: throw, aim, partner, look at target, target, ball</p>	<p>Birth to 5 Matters Physical Development: Moving and handling (Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons <p>(Age range 6, roughly 48 to 71 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance

		<ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it <p>Development Matters</p> <p>3 and 4-year-olds will be learning to:</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Children in reception will be learning to:</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</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>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
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		Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
Key Stage One			
	Autumn	Spring	Summer
Year A			
Topic	Invasion Games	Gymnastics and Dance	Striking Games/Track and Field
Relevant area of Programme of study	Tag Rugby, Football Dance 3-in-a-bucket, Cricket Endball, Gymnastics Tennis . 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.		
Vocabulary	Pass, shoot, tackle, tag, aim, target, score, control, follow through, goal, try, attack, defend, corner, throw-in, dribble, width	jump, hop, skip, balance, forward roll, roll to stand, backward roll, mirror, match, apparatus, take off, land, rhythm, beat, tempo	under arm, over arm, grip, strike, serve, net, racket, stance, bowl, bat, wickets
Key Knowledge	. Passing over short and longer distances. Making a target for partner. Controlling the ball. Two touch passing (using 6 o'clock pass for tag rugby). Making a target for partner using 'W' shape. .Shooting at a range of targets. .Using evasion skills to evade or dribble past defenders	. Travelling in different ways using jumping, hopping, skipping . Jumping on the spot and over obstacles by taking off and landing. . Taking off on balls of feet and by bending knees and swinging arms. . Landing on balls of feet, keeping head up and back straight. . Balancing using small body part and large body part balances	.Throwing using a variety of under arm and over arm throws .Catching a variety of objects (beanbags, sponge ball, tennis ball) using low and high catch, clap and catch, one handed catch left and right. .Under arm bowling at a target. . Static striking skills from a cone and striking a moving ball bowled by a partner. . Striking a ball towards a target.

	.Defending by tackling/tagging attackers both individually or as a team. .Basic tactical knowledge of attacking and defending by using space, width and team work. Introduce basic positioning terms –attackers/defenders within small sided games.	. Rolling using forward rolls, forward roll to stand and backward rolls .Using mirroring and matching to roll with partner.	. Returning a ball struck by a partner.
Year B			
Topic	Invasion Games	Gymnastics and Dance	Striking Games/Track and Field
Relevant area of Programme of study	Netball, Basketball Hockey	SAQ Indoor Athletics	Athletics
Vocabulary	Pass, shoot, aim, target, score, net, follow through, goal, attack, defend, dribble, width, intercept, block	jump, hop, skip, balance, throw, bounce, take off, land, grip, push, extend	jog, sprint, lane, pace, balls of feet, under arm, over arm, grip, follow through, release, direction, pace, tempo
Key Knowledge	. Passing over short and longer distances using chest pass and bounce pass. Making a target for partner using 'W' shape. . Shooting at a target from a range of distances. . Defending by tackling, blocking and intercepting. .Basic tactical knowledge of attacking and defending by using space, width and team work. Introduce basic positioning terms –attackers/defenders within small sided games.	. Travelling in different ways using jumping, hopping, skipping . Jumping horizontally within ladders, over obstacles such as hurdles and from a standing long jump position. . Jumping vertically using sergeant jumps. . Taking off and landing from equipment. . Changing direction quickly by travelling on 'balls of feet'. . Throwing a variety of objects such as javelins and weighted balls using overarm and overhead throws.	.Throwing foam javelins and sponge discus using correct release techniques. . Jumping over obstacles and from a standing position through long jump and speed bounce activities. . Short sprints, using balls of feet and short steps to get up to top speed as quickly as possible. . Longer distance runs to develop stamina and understanding of pace and tempo.