

Whole School PE Long Term Overview

<b>Knowledge and Skills: Motor Competence; Rules, strategies and Tactics; and Healthy Participation</b> The long term plan is based upon pupils gaining <b>knowledge</b> first before being taught the <b>skills</b> . They will then <b>apply</b> the skills to their topic in a conditioned game or routine.		
	<b>Nursery</b>	<b>Reception</b>
<b>Autumn term 1</b>  <b>Locomotion</b>	Become aware of staying safe in the hall e.g. move safely in a space Move across climbing equipment using alternate feet. Maintain balance using my hands to stabilise me. Begin to run with spatial awareness and negotiate space successfully, adjusting speed and direction.	Choose to move in a range of ways, moving freely with confidence making changes to body shape, position and pace of movement. Travel with confidence and skill around, under, over and through balancing and climbing equipment.
<b>Autumn term 2</b>  <b>Ball Skills</b>	Begin to move large balls in different ways e.g. bouncing, kicking and throwing Begin to develop confidence and competence when engaging in activities that involve a ball	Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Develop confidence, competence, precision and accuracy when engaged in ball activities Aim and throw a ball underarm with some accuracy Catch a large ball using two hands Kick a ball at a target
<b>Spring term 1</b>  <b>Dance</b>	Begin to make a variety of body shapes eg wide, tall, curled Copy dance actions to a familiar & pop music. Begin to develop confidence and competence when engaging in dance activities.	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Develop confidence, competence, precision and accuracy when engaged in dance
<b>Spring term 2</b>  <b>Gymnastics</b>	Copy and create shapes with my body Develop balance Develop jumping and landing safely.	Create shapes whilst on apparatus Develop balance and control on apparatus. Jump and land safely Copy and create short sequences by linking actions together
<b>Summer term 1</b>  <b>Athletics</b>	Develop running and stopping Take turn in races	Follow instructions involving several ideas or actions (obstacle) Use movement and skills with developing balance and coordination
<b>Summer term 2</b>  <b>Invasion games</b>	Begin to work as a team Begin to take turns with others Play honestly guided by rules with support	Play by the rules Work cooperatively with a partner/ as a team Practise keeping score Move safely when playing tagging games



**Knowledge and Skills: Motor Competence; Rules, strategies and Tactics; and Healthy Participation**

The long term plan is based upon pupils gaining **knowledge** first before being taught the **skills**. They will then **apply** the skills to their topic in a conditioned game or routine.

Invasion Games	Y1 Tag Rugby/Basketball Football/Handball	Y2 Tag Rugby/Basketball Football/Handball	Y3 Tag Rugby/Basketball Football/Handball	Y4 Tag Rugby/Basketball Hockey/Lacrosse	Y5 Tag Rugby/Basketball Hockey/Lacrosse	Y6 Tag Rugby/Basketball Hockey/Lacrosse
<p>Role Models:</p> <p>Shane Williams</p> <p>Lionel Messi</p> <p>Keira Walsh</p> <p>Micheal Jordan</p> <p>Johanna Leedham</p> <p>Sam Quek</p>	<p>To understand that being active is good for them</p> <p>To explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>To be confident and safe in the spaces used to play games.</p> <p>To describe what they are doing.</p> <p>How to choose and use skills effectively for particular games</p> <p>To watch, copy and describe what others are doing</p>	<p>To recognise good quality in performance.</p> <p>To recognise and describe what their bodies feel like during types of activity.</p> <p>To improve the way they coordinate and control their bodies and a range of equipment.</p> <p>To remember, repeat and link combinations of skills.</p> <p>To choose, use and vary simple tactics.</p> <p>To use information to improve their work.</p>	<p>To use a range of skills to help them keep possession and control of the ball.</p> <p>To pass and receive the ball, keeping control and possession consistently.</p> <p>To make progress towards a goal.</p> <p>To identify what they do best and what they found most difficult.</p> <p>To make good decisions during a game and know how to use space effectively.</p> <p>To recognise players who perform well in their teams and give reasons why they are successful.</p>	<p>To use a range of techniques when passing.</p> <p>To change direction and speed when in control of equipment.</p> <p>To show greater consistency and control during games playing with greater speed and flow.</p> <p>To keep to the rules.</p> <p>To suggest how games could be developed by adapting the rules.</p> <p>To use a range of tactics to keep possession of equipment and get into positions to score.</p> <p>To understand and explain tactics and skills that they are confident with.</p> <p>To describe how to improve their play.</p>	<p>To perform skills with accuracy, confidence and control.</p> <p>To know the difference between attacking and defending skills.</p> <p>To respond consistently in the games they play choosing and using skills which meet the needs of the situation.</p> <p>To find and use space effectively.</p> <p>To use a variety of skills to keep possession of the ball.</p> <p>To analyse specific parts of a game and suggest ways to improve outcomes.</p> <p>To be able to warm up thoroughly and understand the importance of the different elements of fitness throughout the lesson.</p>	<p>To be able to combine and perform skills with control.</p> <p>To adapt skills to meet the needs of the game situation.</p> <p>To perform skills with greater agility, balance, coordination, reaction time, endurance, speed and strength.</p> <p>To keep possession making progress towards the goal.</p> <p>To use attacking and defending skills effectively even when under pressure.</p> <p>To use tactics for success varying team formations and planning for success.</p> <p>To recognise strengths and weaknesses in game situation and be able to discuss where and when improvements need to be made.</p>



Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
<p>Role Models:</p> <p>Beth Tweddle</p> <p>Max Whitlock</p>	<ol style="list-style-type: none"> <li>1. To explore gymnastic actions and still shapes.</li> <li>2. To move confidently and safely in their own and general space, using changes of speed, level and direction.</li> <li>3. To copy or create and link movements phrases with beginnings, middles and ends.</li> <li>4. To perform movement phrases using a range of body actions and parts.</li> <li>5. To watch, copy and describe what they and others have done.</li> <li>6. To recognise how their bodies feel when still or when exercising.</li> </ol>	<ol style="list-style-type: none"> <li>1. To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</li> <li>2. To choose, use and vary simple compositional ideas in the sequences they create and perform.</li> <li>3. To improve their work using information they have gained by watching, listening and investigating.</li> <li>4. To recognise and describe what their bodies feel like during different types of activity.</li> <li>5. To lift, move and place apparatus safely.</li> </ol>	<ol style="list-style-type: none"> <li>1. To consolidate and improve their actions, body shapes and use of apparatus.</li> <li>2. To link phrases of movement by selecting appropriate actions.</li> <li>3. To use simple compositional ideas</li> <li>4. To describe and evaluate quality of performances.</li> <li>5. To recognise how their and others performances can be improved.</li> <li>6. To understand the importance of core strength and control.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop the range of actions, body shapes and balances they can include in a performance.</li> <li>2. To perform skills and actions with accuracy and consistency.</li> <li>3. To create sequences that meet a theme or set of conditions.</li> <li>4. To use compositional details when creating their sequences, such as changes in speed, level and direction.</li> <li>5. To describe their own and others work, making simple judgements about the quality of performances and suggesting ways to improve.</li> <li>6. To describe how the body reacts during different types of activity, and how this affects the way they perform.</li> </ol>	<ol style="list-style-type: none"> <li>1. To perform combinations of actions and abilities that show clear differences between levels, speeds and direction.</li> <li>2. To perform actions, shapes and balances clearly, consistently and fluently with good body tension and extension.</li> <li>3. To repeat accurately a longer sequence with more complex moves.</li> <li>4. To adapt sequences to include extra apparatus or children.</li> <li>5. To watch and analyse sequences, commenting on strengths and weaknesses.</li> <li>6. To take responsibility for warming up and cooling down safely.</li> <li>7. To understand the main muscle groups and when they are used.</li> </ol>	<ol style="list-style-type: none"> <li>1. To perform fluently and with control, even when performing difficult combinations of movements.</li> <li>2. To work well with a partner or in a small group to practise and refine their work.</li> <li>3. To create longer sequences and perform them with clarity.</li> <li>4. To vary direction, levels and pathways, to improve the success of the sequence.</li> <li>5. To plan and perform variations and contrasts within the sequences.</li> <li>6. To analyse and discuss sequences showing understanding of composition and correct terminology.</li> <li>7. To understand the importance of warming up and cooling down and the links between physical activity and fitness for life.</li> </ol>



Dance	Dance	Dance	Dance	Dance	Dance	Dance
<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Perform and create sequences with fluency and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p> <p>Perform own longer, more complex sequences in time to music.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all</p>



				<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
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<p><b>Outdoor Adventurous Activities</b></p>		<p><b>OAA</b></p> <p>begin orientate themselves around a short trail</p> <p>use communication to begin to work as a team</p> <p>begin to identify some symbols used on a key</p>	<p><b>OAA</b></p> <p>orientate themselves with increasing confidence and accuracy around a short trail</p> <p>identify and use effective communication to begin to work as a team</p> <p>identify symbols used on a key</p> <p>begin to choose equipment that is appropriate for an activity</p> <p>communicate with others</p> <p>begin to complete activities in a set period of time</p> <p>begin to offer an evaluation of personal performances and activities</p>	<p><b>OAA</b></p> <p>orientate themselves with accuracy around a short trail</p> <p>create a short trail for others with a physical challenge</p> <p>start to recognise features of an orienteering course</p> <p>communicate clearly with other people in a team and with other teams</p> <p>have experience of a range of roles within a team and begin to identify key skills required to succeed</p> <p>associate the meaning of a key in the context of the environment</p> <p>begin to use a map to complete an orienteering course</p> <p>complete an orienteering course more than once and begin to identify ways of improving completion time</p> <p>start to improve trails to increase the challenge of the course</p>	<p><b>OAA</b></p> <p>start to orientate themselves with increasing confidence and accuracy around an orienteering course</p> <p>design an orienteering course that can be followed and offers some challenge to others</p> <p>begin to use navigation equipment to orientate around a trail</p> <p>complete orienteering activities as part of a team and independently</p> <p>create an outdoor activity that challenges others</p> <p>identify the quickest route to accurately navigate an orienteering course</p> <p>successfully use a map to complete an orienteering course</p> <p>begin to use a compass for navigation</p> <p>complete an orienteering course on multiple occasions in a quicker time due to improved technique</p> <p>improve a trail to increase the challenge of the course</p>	<p><b>OAA</b></p> <p>orientate themselves with increasing confidence and accuracy around an orienteering course under pressure</p> <p>design an orienteering course that is clear to follow and offers challenge to others</p> <p>use navigation equipment including maps and compasses to improve the trail</p> <p>use a range of map styles and make an informed decision on the most effective</p> <p>prepare an orienteering course for others to follow</p> <p>identify the quickest route to navigate an orienteering course</p> <p>communicate effectively with others when under pressure</p> <p>listen to feedback and improve an orienteering course from it</p> <p>use a compass for navigation</p> <p>successfully use a map to complete an orienteering course</p>
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<p><b>Healthy Participation</b></p>	<p>Begin to understand why it is important to warm up and cool down.</p> <p>Understand how to stay safe including how to dress safely and appropriately for the activity.</p> <p>Understand why exercise is important, also in relation to making healthy choices with food.</p> <p>Describe how the body feels before, during and after exercise</p> <p>Carry and place equipment safely</p> <p>Is always prepared to work safely in PE by being prepared with the correct footwear and kit.</p> <p>Describes the changes to their body temperature and breathing rate when they become active.</p>	<p>Understand why it is important to warm up and cool down.</p> <p>Understand how to stay safe including how to dress safely and appropriately for the activity and understand how they keep safe in different environments independently.</p> <p>Understand why exercise is important and what constitutes a balanced diet.</p> <p>Understand how different activities effect the body in different ways.</p> <p>Work safely with others during activity and when using/carrying equipment</p> <p>Knows the function of the heart and can demonstrate how to raise and lower their heart rate when preparing for and recovering from physical activity.</p>	<p>Respond to the demands of an activity (speed, stamina, suppleness, strength and skill)</p> <p>Know that different activities will affect the body in different ways</p> <p>Know and describe the short term effects of different exercise activities on the body</p> <p>Know why we warm up and cool down and respond to warm up tasks independently</p> <p>Can organise their own kit, equipment in a timely way</p> <p>Work safely and with due consideration to others</p> <p>Works safely in a group/team setting, showing consideration and respect for peers of all backgrounds and abilities.</p> <p>Knows the function of lungs and can demonstrate how to raise and lower their breathing rate when preparing for and recovering from physical activity</p>	<p>Know and describe what an effective warm up and cool down is, and how to do this safely.</p> <p>Recognise what activities help to build speed, strength, stamina and why they are important.</p> <p>Recognise how specific activities can affect the body and discuss how they feel before, during and after activity.</p> <p>Know how health and fitness can affect performance.</p> <p>Work independently and safely in a range of contexts.</p> <p>Not be afraid to persevere with tasks that they may find trickier.</p> <p>Manages their behaviours and emotions well so that they are modest when successful, gracious when less so, and respectful of others at all times.</p> <p>Knows the names and locations of the following muscles: biceps; triceps; quadriceps; hamstrings; abdominals; and calf muscles.</p>	<p>Organise warm up and cool down activities to suit the demands of the activity for themselves</p> <p>Show flexibility, strength, stamina, technique, control and balance.</p> <p>Understand why physical activity is important for physical and mental health and that there are many ways in which to achieve this</p> <p>Sustain participation in physically demanding activity</p> <p>Have the courage to take on new challenges</p> <p>Not be afraid to persevere with tasks that they may find trickier and encourage others to do the same.</p> <p>Can explain how healthy eating contributes to fuelling for physical activity.</p>	<p>Understand the effect of the warm up and cool down on the body and how to do this safely.</p> <p>Know which muscles need warming up for specific activities and suggest how to do this.</p> <p>Identify different aspects of fitness required to take part in physical activity.</p> <p>Know how to improve flexibility, strength, stamina, technique, control and balance.</p> <p>Applies their knowledge of the importance of strong heart and lungs by sustaining effort in PE lessons.</p> <p>In highly competitive situations, be able to manage emotions and behaviour, demonstrating excellent sportsmanship.</p>
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