

Green Oaks Primary Academy
P.E. Long Term Plan 2024-2025

National Curriculum Physical Education

Pupils should be taught to:	KS1	KS2	All schools must provide swimming instruction in either key stage
<ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives 	<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"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both 	<p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

		<p>individually and within a team</p> <ul style="list-style-type: none">• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
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PE in EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Expressive art and Design	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 	Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
Physical Development	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. 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. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. 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. Combine different movements with ease and fluency. 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 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. 	Gross Motor Skills <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.

PE - Transition from Reception to Year 1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Physical Development: Gross Motor Skills</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>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p style="text-align: center;">PE</p> <p>Pupils should develop fundamental movement skills, becoming 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 cooperative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to</p> <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.

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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	use Primary PE Planning to develop skills that are theme based					
Year 1 (indoor)	Music and Movement (Space Dance)	Develop flexibility/strength (Yoga)	Gymnastics	Improve catching and throwing skills (Rugby Funs)	Dance	Competitive games Boccia
Year 1 (outdoor)	(OAA) Forest School challenges	Competitive games 'Playground Ball Games'	Master basic movements –Agility-Health Related fitness. (FMS)	(FMS) Multi Skills	Competitive games (Football Funs)	Master basic movements -Striking and fielding (Cricket)
Year 2 (indoor)	Music and Movement (Jungle Dance)	(FMS) Master basic movements – Agility -Health related exercise	Gymnastics	Mini Muay Thai	Master basic movements – balance (Yoga)	Dance
Year 2 (outdoor)	Team games (Ball Games)	Team games Tag Rugby	Team games Football	(FMS) Multi Skills	(FMS) Improve catching and throwing skills	Master basic movements -Striking and fielding (Cricket)
Year 3 (indoor)	(FMS) Multi Skills	Dance (Greatest Showman)	Team games Dodgeball	Gymnastics	Achieving personal best -Health related exercise	Competitive games Boccia
Year 3 (outdoor)	Developing control Quicksticks Hockey	Team games Tag Rugby	(OAA) Orienteering	Team games Basketball	(running, throwing, jumping) Athletics	Striking, Fielding and Catching (Cricket)
Year 4 (indoor)	(FMS) Multi skills	Develop flexibility/strength (Yoga)	Dance	Gymnastics	Swimming	Achieving personal best – Health related exercise
Year 4 (outdoor)	Developing control Quicksticks Hockey	Team games Tag Rugby	Team games High 5 Netball	Team games Basketball	(running, throwing, jumping) Athletics	Striking & Fielding and Catching games (Cricket)

Year 5 (indoor)	Dance	Competitive games Dodgeball	Swimming	Swimming	Develop flexibility/strength (Yoga)	Gymnastics
Year 5 (outdoor)	Developing control Quicksticks Hockey	Team Games Tag Rugby	Team games High 5 Netball	(OAA) Orienteering	(running, throwing, jumping) Athletics	Striking & Fielding and Catching games (Cricket)
Year 6 (indoor)	Swimming	Swimming	Develop flexibility/strength (Yoga)	Gymnastics	Competitive games Dodgeball	Dance
Year 6 (outdoor)	Team Games Quicksticks Hockey	Team games Tag Rugby	Team games High 5 Netball	Achieving Personal Best – Health Related Fitness	(running, throwing, jumping) Athletics	Striking & Fielding and Catching games (Cricket)

***Focus on Orienteering throughout the curriculum**