



## Long Term Plan - PE

	End of KS1	End of Lower KS2	End of Upper KS2
<b>Games</b>	<ul style="list-style-type: none"> <li>Understand the concept of different teams.</li> <li>Begin to use basic skills in succession. E.g. running and then kicking.</li> <li>Start to think about tactics e.g. what works well and what doesn't.</li> </ul>	<ul style="list-style-type: none"> <li>Throw and catch with control and accuracy.</li> <li>Strike a ball and field with control.</li> <li>Use knowledge of tactics to develop a strategy for a game.</li> <li>Understand the basic rules to play a game.</li> <li>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>Show ability to work together as a team and in some situations, lead a team.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Use teamwork skills to score points, baskets etc.</li> <li>Use control to hit and field balls successfully.</li> <li>Understand different strokes in racket games and use them at appropriate times.</li> <li>Field, defend and attack tactically by understanding the rules and what works effectively.</li> <li>Understand the principles of fair play and how we should act in a range of sporting situations.</li> <li>Lead others in game and in the coaching of games to younger children.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>Follow a simple sequence and remember parts of the sequence.</li> <li>Move with careful control and coordination.</li> <li>Create a simple sequence by linking basic moves together.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, perform and repeat sequences.</li> <li>Move in a way appropriate to the sequence.</li> <li>Sequence movements together that begin to show understanding of an idea or a theme.</li> <li>Change speed and levels within a performance.</li> <li>Develop physical strength and suppleness by practising more complex moves and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>Create dance sequences that show expression and creativity linked to a central theme.</li> <li>Perform expressively and hold a precise and strong body posture.</li> <li>Appraise successful dance routines, thinking about how the</li> <li>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> </ul>



## Long Term Plan - PE

			<ul style="list-style-type: none"> <li>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>Watch an action and repeat it with accuracy.</li> <li>Move with some control and awareness of space.</li> <li>Put actions together to form a sequence.</li> <li>Travel by rolling forwards, backwards and sideways.</li> <li>Begin to understand what a balance is and complete a range of balances.</li> <li>Climb safely on equipment.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>Plan a sequence of actions.</li> <li>Refine movements into sequences.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>Swing and hang from equipment safely (using hands).</li> </ul>	<ul style="list-style-type: none"> <li>Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting</li> <li>Plan and hold shapes that express an idea or meaning.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>Use equipment to vault and to swing (remaining upright).</li> </ul>
<b>Swimming</b>			<ul style="list-style-type: none"> <li>Swim between 25 and 50 metres unaided.</li> <li>Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>Coordinate leg and arm movements.</li> <li>Swim at the surface and below the water.</li> </ul>



## Long Term Plan - PE

<p><b>Athletics</b></p>		<ul style="list-style-type: none"> <li>• Sprint over a short distance using correct technique.</li> <li>• Begin to run over longer distances and think about pacing.</li> <li>• Develop different throws for different situations e.g. throwing underarm for accuracy.</li> <li>• Develop standing jumps and five step jumps focusing on landing correctly and safely.</li> <li>• Understand the concept of personal bests and how to develop and improve them.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles.</li> <li>• Understand how to pace themselves over a range of distances.</li> <li>• Throw accurately in a range of ways while understanding how to improve technique.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>
<p><b>Outdoor Adventurous</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Choose equipment to complete OAA activities safely and successfully.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Understand how teamwork will help to develop the success of the team.</li> <li>• Communicate effectively with each other to address problems and overcome challenges.</li> <li>• Remain positive even in the most challenging circumstances.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>