



PE Long Term Planning Overview

	AUTUMN	SPRING	SUMMER
NURSERY	<p><u>Assessment</u> 22-36 months - Moving and Handling</p> <ul style="list-style-type: none"> • Runs safely on whole foot • Squats with steadiness to rest or play with objects on the ground, and rises to feet without using hands • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment • Can kick a large ball • <p>Outdoor games - outside area - Continuous provision of physical</p>	<p><u>Assessment</u> 22-36 months - Moving and Handling</p> <ul style="list-style-type: none"> • Imitates drawing simple shapes such as circles and lines • Walks upstairs and downstairs holding onto a rail two feet to a step <p>22-36 months - Health and Self-Care</p> <ul style="list-style-type: none"> • Beginning to recognise danger and seeks support of significant adults for help • Helps with clothing, e.g. puts on hat, unzips zipper 	<p><u>Assessment</u> 30-50 months - Moving and Handling</p> <ul style="list-style-type: none"> • Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Mounts stairs, steps or climbing equipment using alternate feet • Walks downstairs, two feet to each step while carrying a small object

	<p>learning opportunities, eg. Climbing, scooters, skipping, balancing, running, throwing, catching</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Listening to instructions • Finding a space • Awareness of their body • Moving different body parts • Making shapes with your body • Moving in a space • How to walk to the hall • Where to put your shoe in the hall • Why we warm up <p>Dance -Responding to different music</p> <ul style="list-style-type: none"> • Listening to the music <p>topic related, past examples include:</p> <ul style="list-style-type: none"> • Autumn leaves - spinning • Handa's surprise, story sequencing and repetitive moves. Fireworks, streamers 	<p>on jacket, takes off unbuttoned shirt</p> <p>Outdoor games - outside area - Continuous provision of physical learning opportunities, eg. Climbing, scooters, skipping, balancing, running, throwing, catching</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Travelling in different ways • Rolling in different ways e.g. pencil / curl • Moving forwards and backwards on our feet • High and low movement's • Jumping to land safely • Watching others <p>Dance -Responding to different music</p> <ul style="list-style-type: none"> • Listening to the music <p>topic related, past examples include:</p> <ul style="list-style-type: none"> • Bear hunt story / Rosie's walk to understand words 	<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles <p>30-50 months - Health and Self-Care</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play • Observes the effects of activity on their body • Understands that equipment and tools have to be used safely <p>Outdoor games - outside area - Continuous provision of physical learning opportunities, eg. Climbing, scooters, skipping, balancing, running, throwing, catching</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Awareness of different equipment used in gymnastics
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	<ul style="list-style-type: none"> • Rainbow fish story - animal moves 	<p>such as across, over, around.</p> <ul style="list-style-type: none"> • Dragon dance - ribbons and scarves. • Over / under using bean bags and hoops • Big / little footsteps to move in different ways. 	<ul style="list-style-type: none"> • Developing basic movement's e.g. running and jumping. • Understanding why we exercise. • Using balls to roll • Balancing beans bags • Moving on a bench • Observing and talking about what others do. • Hand / eye co-ordination <p>Dance</p> <ul style="list-style-type: none"> • Linking dance actions together • Making themselves small / big • Dance games - traffic lights, captains coming. <p>Outdoor games - outside area and practice for sports day.</p>
<p>RECEPTION</p>	<p><u>Assessment</u> 30-50 months - Moving and Handling</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements 	<p><u>Assessment</u> 30-50 months - Moving and Handling</p> <ul style="list-style-type: none"> • Can stand momentarily on one foot when shown <p>40-60 + months Moving and Handling</p>	<p><u>Assessment</u> Early Learning Goal - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>

	<p>30-50 months - Health and Self-Care</p> <ul style="list-style-type: none"> • Dresses with help, eg. Puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom <p>40-60+ months - Health and Self-Care</p> <ul style="list-style-type: none"> • Shows some understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health <p>40-60+ months Moving and Handling</p> <ul style="list-style-type: none"> • Experiments with different ways of moving <p>40-60+ months Moving and Handling</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately <p>Outdoor Games -Incorporated into daily free flow outdoor learning</p>	<ul style="list-style-type: none"> • Experiments with different ways of moving • Travels with confidence and skill around, under, over and through balancing and climbing equipment <p>Outdoor Games - Incorporated into daily free flow outdoor learning</p> <ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space • Experiment with different ways of moving • Travel with confidence and skill over, under, balancing equipment <p>Gymnastics: Travelling</p> <ul style="list-style-type: none"> • What is still and what is moving / travelling. • Listen and respond to instructions • Using feet to travel 	<p>40-60+ months - Health and Self-Care</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision • Early Learning Goal - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
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	<ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space • Experiment with different ways of moving • Travel with confidence and skill over, under, balancing equipment <p>Gymnastics: Rolling</p> <ul style="list-style-type: none"> • Getting changed for PE • Why we exercise • Why it is important to warm up before exercise. • Following instructions • Rolling with control • Rolling in different ways • Rolling side to side <p>Gymnastic skills covered: teddy bear roll, sausage roll</p> <p>Gymnastics: Jumping</p> <ul style="list-style-type: none"> • Getting changed for PE • Jumping safety • Landing a jump correctly 	<ul style="list-style-type: none"> • Begin to use other body parts to travel • Travelling on the apparatus safely • Moving in a space. • Travelling in different ways • Understand over / under / across / along / around. <p>Gymnastic skills covered: using feet to travelling in different ways high and low, under / over.</p> <p>Gymnastics: Balancing</p> <ul style="list-style-type: none"> • To know what a balance is • Balancing by hanging off a piece of equipment • Balancing using inverting • Balancing on different parts of the body <p>Gymnastic skills covered: front support and back support. Dish and arch shapes.</p> <p>Dance</p> <ul style="list-style-type: none"> • Chinese dance • To represent own thoughts and feelings through dance 	<p>Outdoor Games - Incorporated into daily free flow outdoor learning</p> <ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space • Experiment with different ways of moving • Travel with confidence and skill over, under, balancing equipment • Learning and following the rules for simple games • Applying skills (Sports day practise) <p>Gymnastics: Linking</p> <ul style="list-style-type: none"> • Understand over / under / across / along / around. • Linking balances together • Linking jumps together • Linking different ways of travelling • Linking high and low movements.
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	<ul style="list-style-type: none"> • Jumping in a space on the floor • To be able to run and jump <p>Gymnastic skills covered: straight jump on the floor landing correctly and safely (jumping)</p> <p>Dance</p> <ul style="list-style-type: none"> • To represent own thoughts and feelings through dance in response to a variety of stimulate • Listen to and respond to different music 	<p>in response to a variety of stimulate</p> <ul style="list-style-type: none"> • Listen to and respond to different music • Learn a dance sequence 	<p>Gymnastic skills covered: linking 2 simple movements together for example 2 jumps or 2 balances.</p> <p>Gymnastics: Performance</p> <ul style="list-style-type: none"> • Copying good work of others • Working with a partner • Why exercise is important • Develop body shapes • Peer assessment • Link actions • Leading and following with a partner. <p>Gymnastic skills covered: Perform to a small group of children using floor skills. Talk about what they did well and with adult support what could be improved.</p> <p>Dance</p> <ul style="list-style-type: none"> • To represent own thoughts and feelings through dance in response to a variety of stimulate • Listen to and respond to different music • Learn a dance sequence
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<p style="text-align: center;">YEAR 1</p>	<p>Outdoor games: passing and receiving balls - Throwing and Catching Skills To work as a team To throw and catch a ball to a partner To pass large balls in different ways Tennis Skills To control a ball using a bat To hit a ball to our partner using a bat Basketball Skills To pass a ball to a partner To shoot the ball to score a point To work as a team in a game of basketball</p> <p>Gymnastics: Balancing - To use the work space efficiently To make stretched and curved shapes To use our bodies to make different shapes To make different shapes using the apparatus</p>	<p>Outdoor games: Football Skills To control a ball To dribble a ball with 2 feet To know how to pass to a partner To understand the simple rules of football To know how to shoot and score a goal To work as a team 2v2 , 4v4</p> <p>Rugby Skills To throw a rugby ball to a partner To throw a ball to a target To score a try To kick a ball over a target To play tag rugby To work as a team (2v2)</p> <p>Gymnastics: Travelling To travel using different body parts To know and demonstrate different ways to travel To link travels together to make a sequence with a partner</p>	<p>Outdoor Games Hockey To use and hold a hockey stick To pass a ball to a partner using a hockey stick To shoot into a goal in hockey To play team games</p> <p>Tennis To control a small ball using our hands To work as a team. To hit a ball to our partner using a tennis racquet To hit a tennis ball over a tennis net</p> <p>Sports Day Practice</p> <p>Gymnastics - Linking To link balances together To link travelling movements together To link 2 jumps together To link to rolls together Gymnastic skills covered: Linking movements together from the</p>

	<p>To create different balances on the floor To create a sequence of balances To create a sequence of balances on the apparatus Gymnastic skills: shoulder stand, front support, back support. Dish and arch shapes.</p> <p>Gymnastics: Jumping - To jump safely To create a jump sequence with a partner To jump safely from apparatus Gymnast Skills: shapes jumps on the floor (tuck, straddle, pike). Straight jumps form height with correct landing.</p> <p>Dance</p> <ul style="list-style-type: none"> • To know 3 different ways to move with my body to music. • To be able to link three movements together. 	<p>To travel in different ways using the apparatus Gymnastic skills covered: traveling using hands and feet for example caterpillar walks and different parts of the body. Travelling on / off apparatus.</p> <p>Gymnastics - Rolling To be able to roll using different parts of my body. To know how to roll safety To create a rolling sequence with a partner To perform a rolling sequence with a partner Gymnastic skills: sausage roll, teddy bear roll, forward roll.</p> <p>Dance</p> <ul style="list-style-type: none"> • To demonstrate different speeds. • To demonstrate different forces. • To be able to remember three movements. 	<p>same skills set e.g. 3 balances, 4 jumps.</p> <p>Gymnastics - Performance To perform a sequence with a small group To change our movements to different pieces of music To perform a balancing sequence with a group. To perform a jumping sequence with a group. Gymnastics skills covered: Perform to the whole class. Talk about what went well and what could be improved on. Performance using floor skills, begin to link to music. How can our gymnastic elements fit to the music?</p> <p>Dance</p> <ul style="list-style-type: none"> • Country dancing - • Durham reel • Brighton Camp • Circassian circle
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	<ul style="list-style-type: none"> • To be able to remember three movements. • To be able to move around using the 3 levels, low, middle, high. • To think of movements imaginatively. • To be able to remember three directions. • To be able to remember three new movements. • To be able to remember a simple movement pattern that is repeatable. • To interpret the music and use suitable movements to match the feeling of the music. • To put together a simple movement pattern based on the feel of the music. • To identify directions - adding in downstage/ upstage. • Teach above objectives through topic • To learn, follow and perform a sequence 	<ul style="list-style-type: none"> • To be able to demonstrate making a shape. • To be able to demonstrate gestures to improve my performance. • To be able to remember three movements. • To be able to demonstrate making a floor pattern. • To be able to remember three movements. • To be able to use facial expressions in my dancing • To demonstrate varied speeds • To demonstrate different forces. • To demonstrate a still shape. • To demonstrate a basic floor pattern • To demonstrate varied speeds • To demonstrate different forces. • To demonstrate imaginative dance. • To demonstrate performance skills. 	<ul style="list-style-type: none"> • To know folk dance is part of our heritage • To listen attentively to music • To be aware of rhythm • To recognise simple tune that is repeated • To dance a single cast • To dance a double cast • To follow a 'caller' • To include mass movements in the sequence • To dance a progressive swing
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	(Christmas production dance)	<ul style="list-style-type: none"> Teach above objectives through topic 	
YEAR 2	<p>Outdoor Games - Small Ball games:</p> <p>To throw, catch & bounce a small ball in different ways when standing still or on the move.</p> <p>To throw, catch, bounce and move with a ball.</p> <p>To be able to hit a ball up and down with a ball.</p> <p>To be able to hit a ball to a partner so they can return it.</p> <p>To be able to hit a ball over a net.</p> <p>To control a ball with your hands</p> <p>To begin to understand how to play a simple game.</p> <p>To choose and apply skills to make up games.</p> <p>To develop simple strategies for extending their skills.</p> <p>To describe their game and teach to a partner.</p> <p>(Skills linked to tennis and hockey)</p> <p>Gymnastics: Rolling and balancing</p>	<p>Outdoor Games - Large Ball games:</p> <ul style="list-style-type: none"> We are learning to pass a ball whilst moving We are learning to catch the ball whilst moving. We are learning to find a space when moving with the ball. We are learning to play small team games the involves passing the ball We are learning to understand what attacking / defending mean. We are learning to work with others as part of a team. We are learning to play small team games that involve passing the ball. We are learning to work with a partner. We are learning to make up our own games. 	<p>Outdoor Games - Athletics</p> <ul style="list-style-type: none"> We are learning to improve our running speed. We are learning to improve our jumping. We are learning to improve our throwing technique. We are learning about simple games we could play with others. We are learning how to play different team games for sports day. <p>(Sports day games, athletics)</p> <p>Gymnastics - linking and performance</p> <ul style="list-style-type: none"> We are learning how to link movements together. We are learning to link different rolls together. We are learning how to link different balance together.

	<ul style="list-style-type: none"> • To balance confidently with different parts of body high and low. • To demonstrate a balance that is close to or far away from floor or apparatus • To show contrast in shape • To link 3 three balances to together and hold each one for 3 seconds. • To adapt and transfer work safely from floor to apparatus • To be able to balance on different parts of our body. • To be able to link 3 balances together with a partner. • To be able to move using different parts of the body. • To be able to control the body shape to enhance the appearance of your performance. • To be able to observe demonstrations with interest and describe the actions you have completed. • To be able to roll with control using different parts of your body. 	<ul style="list-style-type: none"> • We are learning to use different equipment correctly. • We are learning to control a large ball • We are learning to throw with accuracy. • We are learning to move with agility. <p>(Skills linked to football, basketball, rugby)</p> <p>Gymnastics - jumping and travelling</p> <ul style="list-style-type: none"> • We are learning to perform basic skills in travelling on the floor and on apparatus. • I can travel in a high way. • I can travel in a low weigh • I can travel by transferring my weight from my feet to my hands. • I can name and perform the three basic jumps in gymnastics. • I can jump from height and land correctly. • I know how to jump safely. 	<ul style="list-style-type: none"> • We are learning to balance with a partner. • We are learning how to perform in front of others. • We are learning how to perform with a partner. <p>Gymnastic skills covered: Linking movements together from different skills set e.g. a balance then a jump then a travelling movement.</p> <p>Gymnastics skills covered: Perform to the whole class. Talk about what went well and what could be improved on. Give time for children to improve the performance and watch again. Also performance to music such as a floor routine and performance on different apparatus.</p> <p>Dance Pattercake Polka Cumberland square eight Lucky 7</p>
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- To begin to learn how to take the weight of my body on my hands while I move my feet.
- **Gymnastic skills for rolling: sausage roll, forward roll, teddy bear roll, backwards roll**
- **Gymnastics skills for balance: handstand with assistance, shoulder stand, front support and back support, dish and arch shapes.**

Dance - Cultural or topic related

- To explore the theme of different environments and themes
- To show control and Co-ordination.
- To use various stimuli such as music and pictures.
- To explore different themes (topic related)
- To move expressively to show emotions and feelings.
- To show locomotive and non-Locomotive actions
- To learn, follow and perform a sequence

- We are learning to cartwheel.
- We are learning to link balances and travelling.
- We are learning to handstand.
- We are learning to link balances and travelling movements.
- **Gymnastics skills for jumping: tuck, straddle, pike, half turn, full turn, jumps completed from height. (If possible also teach hurdle step onto spring board jump off).**
- **Gymnastic skills for traveling: Cartwheel**

Dance

- We are learning to change the level of our movements
- We are learning to sequence movements together
- We can move fast and slow
- Be able to explore, remember and link a series of actions

- **Clapping a beat and listening and following music**
- **Following a learnt sequence**
- **To perform a dance using simple movement patterns**
- **Remembering and following a learnt sequence**
- **To synchronise movements with a partner as part of a larger group**

	<p>(Christmas production dance)</p>	<ul style="list-style-type: none">• Show sensitivity towards a partner• Show clear body shapes and use a variety of transitional movements• Be able to explore, remember and link a series of actions• We are learning to sequence movements together• We can move fast and slow• Show sensitivity towards a partner• Show clear body shapes and use a variety of transitional movements• We are learning to sequence movements together• use movement imaginatively	
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