

# Lostock Gralam Long Term Plan for Physical Education 2023 2024



## **Reception**

### Physical development - Prime Area of Development (Focus on Dance, Games and Gymnastics)

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.

### Physical Development ELG:

#### Gross Motor Skills

Children at the expected level of development will:

- 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.

# Lostock Gralam Long Term Plan for Physical Education 2023 2024

## Year 1

<p><b>PE</b></p>	<p><b>Subject content:</b>  Pupils should develop fundamental movement skills, become 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 co-operative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>▪ perform dances using simple movement patterns</li> </ul>		
	<p><b>Gymnastics</b>  Travelling  Taking weight on different parts  Transferring weight form one body part</p> <p><b>Games</b>  Bouncing and Travelling with the ball  Basketball</p>	<p><b>Dance</b>  Exploring Gesture and Formation  Creating short dances  Exploring Patterns and pathways though structured task; developing a repertoire  Telling a story and responding to a music stimulus</p>	<p><b>Games</b>  Creating games  Receiving and Sending</p> <p><b>Athletics</b>  Running styles, short distance, relays, jumping – one/two feet, over obstacles, throwing beanbags, balls, javelin, catching balls and beanbags</p>

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## Year 2

<p><b>PE</b></p>	<p><b>Subject content:</b>          Pupils should develop fundamental movement skills, become 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 co-operative physical activities, in a range of increasingly challenging situations.          Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>▪ perform dances using simple movement patterns</li> </ul>		
	<p><b>Gym</b> – Travelling and Balancing  <b>Games-</b> Bouncing, throwing and catching  <b>Dance</b>          Communicate different moods, feelings and ideas, exploring pattern</p>	<p><b>Gym</b> - Parts high and low, spinning and turning  <b>Games</b> – Sending skills</p>	<p><b>Dance</b> -_Exploring Patterns and pathways; Developing a repertoire  <b>Games</b> – Hitting and striking (rounders, cricket)  <b>Athletics</b>          Running styles, short distance, relays, jumping – one/two feet, over obstacles, throwing beanbags, balls, javelin, catching balls and beanbags</p>

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## Year 3

### **Subject Content:**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- 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>PHYSICAL EDUCATION</p>	<p>Net/Wall (Directing the ball)</p> <p>Dance (Focus on movement patterns – high, low, repetition)</p> <p>Gym (Travelling with a change of direction)</p> <p>Invasion (Passing, attacking and defending)</p>	<p>Swimming</p> <p>Invasion (Creating Space)</p> <p>Gym (Stretching and Curling)</p>	<p>Striking and fielding – competitive games</p> <p>Athletics – running (short and long distance), jumping (long and high), throwing</p>
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## Year 4

PE	<p><b><u>Programme of Study</u></b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• <u>swim competently, confidently and proficiently over a distance of at least 25 metres</u></li> <li>• <u>use a range of strokes effectively</u></li> <li>• <u>perform safe self-rescue in different water-based situations</u></li> </ul>		
	<p>Net/Wall (Directing the ball)</p> <p>Dance – creating, evaluating and performing</p> <p>Gym (Balance, strength, flexibility, control)</p>	<p>Swimming</p> <p>Invasion (keeping possession of the ball)</p> <p>Invasion (Marking and Tackling)</p>	<p>Striking and fielding – competitive games, attacking and defending, accuracy</p> <p>Athletics – running (develop personal style, long or short distance, relays), throwing (javelins and howlers), jumping (distance and height, standing long and high jump)</p>

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## Year 5

<b>Physical Education</b>	<b>Subject Content:</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	<b>Invasion games (support and play formations)</b> Netball/Football/Dodgeball  <b>Gymnastics</b> Flexibility & Balance, creating sequences, individual and partner work  <b>Dance</b> Creating performances, evaluating and improving	<b>Invasion games</b> (shooting and keeping)  <b>Net/wall games</b> Netball/Basketball/Tennis	<b>Striking and fielding games</b> Rounders/Quick Cricket Playing competitive games  <b>Athletics</b> Running styles, jumping (hurdles), throwing (javelin and howlers)

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## Year 6

Physical Education	<p><b>Subject content (Key stage 2)</b>  <b>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</b>  <b>Pupils should be taught to:</b>  <b>Use running, jumping, throwing and catching in isolation and in combination.</b>  <b>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</b>  <b>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</b>  <b>perform dances using a range of movement patterns.</b>  <b>Take part in outdoor and adventurous activity challenges both individually and within a team.</b>  <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></p>				
	<p><b>Invasion games – netball/hockey/dodgeball</b>          Small sided invasion games.          Skills of attack and defence: intercept passes, marking and defending.          Working as a team</p>	<p><b>Gymnastics</b>          Select, combine and perform skills, actions and balances, including some that are inverted.          Understand, select and apply a range of compositional principles to develop their own sequences.          Understand how performance and safety are improved</p>	<p><b>Dance – performance</b>          Contemporary dance. Own interpretations.          Explore, improvise and combine movement ideas fluently and efficiently</p>	<p><b>Rounders/cricket</b>          Develop the correct bowling technique.          Throw for distance and accuracy.          Catch from a distance.          Develop striking skills.          Team respect.</p> <p><b>Orienteering</b>          Orienteering at Marbury Park part of the outreach</p>	<p><b>Athletics:</b>          Build up pace and stamina when running a range of distances.          Throw for distance developing correct throwing action.          Jumping for distance looking at take- off and landing.          Develop accurate pass over in relay.</p>

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		when the body is prepared properly. Evaluate their own and others' strengths and weaknesses in a performance.		programme with The Grange School.	
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