



Long Term Plan **PE** St Mary's Catholic Primary school

2023-24	<u>Advent 1</u> <u>6 weeks</u>	<u>Advent 2</u> <u>9 weeks</u>	<u>Lent 1</u> <u>6 weeks</u>	<u>Lent 2</u> <u>4 weeks</u>	<u>Pentecost 1</u> <u>7 weeks</u>	<u>Pentecost 2</u> <u>6 weeks</u>
EYFS	The most relevant statements for PE are taken from the following areas of learning: • Personal, Social and Emotional Development • Physical Development • Expressive Arts and Design (see below)					
Y1	Creative Games	Dance / Gymnastics	Invasion games - football	Net wall games: bouncing/ catching	Games: Throwing and catching Games: striking and fielding	Athletics OAA
Y2	Creative Games	Dance / Gymnastics	Invasion games - football	Games: Net wall activities: tennis	Games: striking and fielding	Athletics OAA
Y3	Creative Games	Dance / Gymnastics	Invasion games - football	Games: Net wall activities: tennis Swimming	Games: striking and fielding rounders	Athletics OAA
Y4	Creative Games	Dance / Gymnastics	Invasion games - football Swimming	Games: Net wall activities: tennis Hockey/ netball	Games: striking and fielding Cricket	Athletics OAA
Y5	Creative Games	Dance / Gymnastics Swimming	Invasion games - football Swimming	Games: Net wall activities: tennis Basketball/ football	Games: striking and fielding Rounders	Athletics OAA
Y6	Creative Games Swimming	Dance / Gymnastics	Invasion games - football	Games: Net wall activities: tennis	Cricket	Athletics Swimming

				Netball/ Tag rugby		
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EYFS

PE

<p>Three and Four-Year-Olds</p>	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
	<p>Physical Development</p>	<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. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • 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. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Three and Four-Year-Olds Continued	Expressive Arts and Design		<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> - personal hygiene Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity
	Physical Development		<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 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.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others.

ELG Continued	Physical Development	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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.