



Long Term Plan PE St Mary's Catholic Primary school

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
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 Netball/ Tag rugby	Cricket	Athletics Swimming

EYFS

Three and Four-Year-Olds

Personal, Social and Emotional Development

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.

Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Group steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a gamelike musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>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.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p>
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Three and Four-Year-Olds Continued	Expressive Arts and Design	<p>Respond to what they have heard, expressing their thoughts and feelings.</p>
Reception	Personal, Social and Emotional Development	<p>Manage their own needs.</p> <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

ELG Continued	Physical Development	Gross Motor Skills	<ul style="list-style-type: none">Negotiates 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.
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**Expressive
Arts and Design**

**Being
Imaginative
and Expressive**

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.