



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

| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
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| 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

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| Three and Four-Year-Olds | Personal, Social and Emotional Development | <p>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.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> |
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| | Physical Development | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like 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 | Respond to what they have heard, expressing their thoughts and feelings. |
| 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: - regular physical activity |

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| | Physical Development | | <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: -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. Combined 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 | | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. <p>Explore and engage in music making and dance, performing solo or in groups.</p> |
| ELG | Personal, Social and Emotional Development | Managing Self | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing.</p> |
| | | Building Relationships | <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. |

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