



Long Term Plan: Physical Education

Key Stage 2

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.

Children at Annfield Plain Junior Schools also attend swimming lessons

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 3	Topic/ No of lessons	Autumn 1- Large ball skills e.g., football, basketball (1 hour per week) SAQ (1 hour per week)	Spring 1- Fitness and circuits (1 hour per week) SAQ (1 hour per week)	Summer 1- Small ball skills e.g., tennis, rounders (1 hour per week) SAQ (1 hour per week)
	Key vocabulary	Dribbling, ball control, tracking, turning, receiving, passing	Strength, speed, power, agility, coordination, balance, stamina	Balance, running, communication, teamwork, trust, listening, coordination
	Key knowledge and skills	Practise skills in isolation and combination (e.g., throwing and catching with greater accuracy) Work well as a team in competitive games. Apply basic principles of attacking and defending. Develop an understanding of fair play (respect teammates and opponents).	Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Understand the impact that fitness and being healthy has on the body and mind.	Practise skills in isolation and combination (e.g., throwing and catching with greater accuracy) Work well as a team in competitive games. Apply basic principles of attacking and defending. Develop an understanding of fair play (respect teammates and opponents)
	Pre and post assessment	Fundamental movement skills tools for learning document used to assess basic skills for pre and post using checklists.	Self-assessment fitness challenge card used to assess starting point and compare scores in post assessment	KWL grid used to discuss what they know, what to know and what they have learnt
	Possible resources	NUFC planning, C2C scheme of work	Hoopstarz MTP, Skip2bfit bag, CD and planning	NUFC planning, C2C scheme of work
	Topic/ No of lessons	Autumn 2- Gymnastics (1 hour per week) SAQ (1 hour per week)	Spring 2- Dance (1 hour per week) SAQ (1 hour per week)	Summer 2- Athletics (1 hour per week) SAQ (1 hour per week)
	Key vocabulary	Straight roll, balance, barrel roll, forward roll, star jump, rhythmic gymnastics	Formation, phrase, dynamics, pathways, direction	Sprinting, jumping for distance, push, pull, throw, jump
	Key knowledge and skills	Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.	Create dance phrases/dances to communicate an idea. Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, and levels Relationships	Use running, jumping, throwing, and catching in isolation and in combination. Develop flexibility, strength, technique, control, and balance.

		Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). Use a variety of rolling actions to travel on the floor and along apparatus.	(WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy.	
	Working as a Sportsman/athlete	SPORTING SPIRIT During PE lessons children will demonstrate a range of Sporting Spirit Values: <ul style="list-style-type: none"> • Determination • Honesty • Passion • Respect • Self-Belief • Teamwork 	SPORTING SPIRIT During PE lessons children will demonstrate a range of Sporting Spirit Values: <ul style="list-style-type: none"> • Determination • Honesty • Passion • Respect • Self-Belief • Teamwork 	SPORTING SPIRIT During PE lessons children will demonstrate a range of Sporting Spirit Values: <ul style="list-style-type: none"> • Determination • Honesty • Passion • Respect • Self-Belief • Teamwork
	Pre and post assessment	Durham core task cards used to assess balances and rolls against criteria for year group	Using video and images to share positions and routines for the first lesson and then rerecording at the end and having a split screen to share comparisons	Complete paired record of heights and lengths for jumps, times for running on chart etc and compare scores for post assessment and share achievements and challenges
	Possible resources/websites	Durham core task cards, C2C schemes of work	Durham core task cards, C2C schemes of work	Durham core task card, PESSCL challenge cards

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 4	Topic/ No of lessons	Autumn 1- Large ball skills e.g., football, basketball (1 hour per week) SAQ (1 hour per week)	Spring 1- Fitness and circuits (1 hour per week) SAQ (1 hour per week)	Summer 1- Small ball skills e.g., tennis, rounders (1 hour per week) SAQ (1 hour per week)
	Key vocabulary	Dribbling, ball control, tracking, turning, receiving, passing, unison, space	Strength, speed, power, agility, coordination, balance, stamina	Balance, running, communication, teamwork, trust, listening, coordination
	Key knowledge and skills	Practise skills in isolation and combination (e.g., throwing and catching with greater accuracy). Work well as a team in competitive games. Apply basic principles of attacking and defending. Develop an	Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Understand the impact that fitness and being healthy has on the body and mind.	Practise skills in isolation and combination (e.g., throwing and catching with greater accuracy). Work well as a team in competitive games. Apply basic principles of attacking and defending.

	understanding of fair play (respect teammates and opponents).		Develop an understanding of fair play (respect teammates and opponents).
Pre and post assessment	Fundamental movement skills tools for learning document used to assess basic skills for pre and post using checklists	Self-assessment fitness challenge card used to assess starting point and compare scores in post assessment	KWL grid used to discuss what they know, what to know and what they have learnt
Possible resources	NUFC planning, C2C scheme of work	Hoopstarz MTP, Skip2bfit bag, CD and planning	NUFC planning, C2C scheme of work
Topic/ No of lessons	Autumn 2- Gymnastics (1 hour per week) SAQ (1 hour per week)	Spring 2- Dance (1 hour per week) SAQ (1 hour per week)	Summer 2- Athletics (1 hour per week) SAQ (1 hour per week)
Key vocabulary	Straight roll, balance, barrel roll, forward roll, star jump, rhythmic gymnastics, jumps using formation	Formation, phrase, dynamics, pathways, direction	Sprinting, jumping for distance, push, pull, throw, jump
Key knowledge and skills	Work with a partner to create a sequence. From starting shape move together by e.g., travelling on hands and feet, rolling, jumping. Then move apart to finish. Explore balancing on combinations of 1/2/3/4 "points" e.g., 2 hands and 1 foot, head and 2 hands in a tucked head stand. Travel with a partner; move away from and together on the floor and on apparatus.	Create dance phrases/dances to communicate an idea Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy choreographic devices; motif, motif development and repetition Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.	Use running, jumping, throwing, and catching in isolation and in combination. Develop flexibility, strength, technique, control, and balance.
Working as a Sportsman/ athlete	SPORTING SPIRIT During PE lessons children will demonstrate a range of Sporting Spirit Values: <ul style="list-style-type: none"> • Determination • Honesty • Passion • Respect • Self-Belief • Teamwork 	SPORTING SPIRIT During PE lessons children will demonstrate a range of Sporting Spirit Values: <ul style="list-style-type: none"> • Determination • Honesty • Passion • Respect • Self-Belief • Teamwork 	SPORTING SPIRIT During PE lessons children will demonstrate a range of Sporting Spirit Values: <ul style="list-style-type: none"> • Determination • Honesty • Passion • Respect • Self-Belief • Teamwork
Pre and post assessment	Durham core task cards used to assess balances and rolls against criteria for year group	Using video and images to share positions and routines for the first lesson and then rerecording at the end and having a split screen to share comparisons	Complete paired record of heights and lengths for jumps, times for running on chart etc and compare scores for post assessment

Possible resources	Durham core task cards, C2C schemes of work	Durham core task cards, C2C schemes of work	Durham core task card, PESSCL challenge cards
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		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 5	Topic/ No of lessons	Autumn 1- Large ball skills e.g., football, basketball (1 hour per week) SAQ (1 hour per week) Swimming (1 hour per week)	Spring 1- Fitness and circuits (1 hour per week) SAQ (1 hour per week) Swimming (1 hour per week)	Summer 1- Small ball skills e.g., tennis, rounders (1 hour per week) SAQ (1 hour per week) Swimming (1 hour per week)
	Key vocabulary	Dribbling, ball control, tracking, turning, receiving, passing, incepting, shooting	Strength, speed, power, agility, coordination, balance, stamina	Balance, running, communication, teamwork, trust, listening, coordination
	Key knowledge and skills	Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g., of throwing and catching to gain points in competitive games (fielding). Use tactics when attacking or defending. Apply rules of fair play to competitive games	Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Understand the impact that fitness and being healthy has on the body and mind. Set themselves realistic targets of how to improve individual scores.	Develop techniques of a variety of skills to maximise team effectiveness. Use the skills e.g., of throwing and catching to gain points in competitive games (fielding). Use tactics when attacking or defending. Apply rules of fair play to competitive games.
	Pre and post assessment	Fundamental movement skills tools for learning document used to assess basic skills for pre and post using checklists	Self-assessment fitness challenge card used to assess starting point and compare scores in post assessment	KWL grid used to discuss what they know, what to know and what they have learnt
	Possible resources	NUFC planning, C2C scheme of work	Hoopstarz MTP, Skip2bfit bag, CD, and planning	NUFC planning, C2C scheme of work
	Topic/ No of lessons	Autumn 2- Gymnastics (1 hour per week) SAQ (1 hour per week) Swimming (1 hour per week)	Spring 2- Dance (1 hour per week) SAQ (1 hour per week) Swimming (1 hour per week)	Summer 2- Athletics (1 hour per week) SAQ (1 hour per week) Swimming (1 hour per week)
	Key vocabulary	Straight roll, balance, barrel roll, forward roll, star jump, rhythmic gymnastics	Formation, phrase, dynamics, pathways, direction	Sprinting, jumping for distance, push, pull, throw, jump

Key knowledge and skills	Create a sequence of up to 8 elements: (e.g., a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances. Perform balances with control, showing good body tension. Mirror and match partner's balance i.e., making same shape on a different level or in a different place. Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor.	Create longer, challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed, energy (e.g., heavy/light, flowing/sudden).	Demonstrate a range of jumps showing power and control and consistency at both take-off and landing. Throw with greater accuracy, control and efficiency of movement using pulling, pushing, and slinging action with foam javelin, shot and discus.
Working as a Sportsman/athlete	<p>SPORTING SPIRIT</p> <p>During PE lessons children will demonstrate a range of Sporting Spirit Values:</p> <ul style="list-style-type: none"> • Determination • Honesty • Passion • Respect • Self-Belief • Teamwork 	<p>SPORTING SPIRIT</p> <p>During PE lessons children will demonstrate a range of Sporting Spirit Values:</p> <ul style="list-style-type: none"> • Determination • Honesty • Passion • Respect • Self-Belief • Teamwork 	<p>SPORTING SPIRIT</p> <p>During PE lessons children will demonstrate a range of Sporting Spirit Values:</p> <ul style="list-style-type: none"> • Determination • Honesty • Passion • Respect • Self-Belief • Teamwork
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Topic/ No of lessons		Autumn 1- Large ball skills e.g., football, basketball (1 hour per week) SAQ (1 hour per week)	Spring 1- Fitness and circuits (1 hour per week) SAQ (1 hour per week)	Summer 1- Small ball skills e.g., tennis, rounders (1 hour per week) SAQ (1 hour per week)
Key vocabulary		Dribbling, ball control, tracking, turning, receiving, passing, coordination, leadership	Strength, speed, power, agility, coordination, balance, stamina	Balance, running, communication, teamwork, trust, listening, coordination, over and underarm bowling
Key knowledge and skills		Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g., of throwing and catching to gain points in competitive games (fielding). Use tactics when attacking or defending Apply rules of fair play to competitive games.	Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Understand the impact that fitness and being healthy has on the body and mind. Set themselves realistic targets of how to improve individual scores.	Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g., of throwing and catching to gain points in competitive games (fielding) Use tactics when attacking or defending Apply rules of fair play to competitive games
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Key vocabulary	Straight roll, balance, barrel roll, forward roll, star jump, rhythmic gymnastics, counterbalance	Formation, phrase, dynamics, pathways, direction	Sprinting, jumping for distance, push, pull, throw, jump, relay changeovers
Key knowledge and skills	Create a longer more complex sequence of up to 10 elements e.g., a combination of counterbalance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Explore symmetrical and asymmetrical balances on own and with a partner. Explore and develop control in taking some/all a partner's weight using counterbalance (pushing against) and counter tension (pulling away from). Increase the variety of pathways, levels, and speeds at which you travel.	Create longer, challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings. Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed, energy (e.g., heavy/light, flowing/sudden)	Throw with greater accuracy, control and efficiency of movement using pulling, pushing, and slinging action with foam javelin, shot and discus. Organise small groups to SAFELY take turns when throwing and retrieving implements. Demonstrate a range of jumps showing power and control and consistency at both take-off and landing. Set realistic targets for self, when jumping for distance or height.
Pre and post assessment	Durham core task cards used to assess balances and rolls against criteria for year group	Using video and images to share positions and routines for the first lesson and then rerecording at the end and having a split screen to share comparisons	Complete paired record of heights and lengths for jumps, times for running on chart etc and compare scores for post assessment and share achievements and challenges
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