

Subject Planner for ____ PE _____

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Finding and using space. Basic throwing and catching skills	Ball skills– Dribbling and kicking– basic	Gymnastics	Ball skills– bat and ball	Dance	Athletics– applying skills/ sports day practice
Year 1	Project Sport– ball skills Dance	Project sport– Agility, balance and co-ordination. Indoor athletics	Project sport– Object control– throwing and catching., Gymnastics	Project sport– Team Games. Gymnastics	Athletics– running, jumping, throwing Dance– Jamie	Team games– attacking and defending
Year 2	Ball skills Dance	Football Gymnastics	Agility and co-ordination work– games Games– ball skills	Team games– attack and defence- Rugby	Athletics– running, jumping, throwing. Dance– Jamie	Team games– attacking and defending-
Year 3	Ball skills– tennis Games– football– competition– PS	Gymnastics Games– tag rugby attacking and defending– PS	Outdoor and adventurous activity—Boiler house	Swimming Games– badminton –PS	Swimming Dance– Jamie	Swimming Athletics
Year 4	Swimming Games– Football	Swimming Games– badminton– PS	Swimming Outdoor and adventurous activity—Boiler house	Swimming Gymnastics– PS	Swimming Dance– Jamie	Swimming Athletics– PS
Year 5	Swimming Indoor athletics– PS	Swimming Games– tennis– mini league– PS	Swimming Outdoor and adventurous activity—Boiler house	Gymnastics Games– Netball	Athletics– personal competitions –PS Dance– Jamie	Outdoor and adventurous activity— orienterring– PS Athletics
Year 6	Games– badminton– competition– PS Indoor athletics	Games– basketball-PS Hockey	Dance—PS Ball skills– football	Gymnastics– PS Attacking and defending- tag rugby	Athletics– personal competition Dance– Jamie	Outdoor and adventurous activity PS- orienteering Athletics

Reception—Subject: PE

Early Years Outcomes:

- Can stand on one foot when shown.
- Can catch a large ball.
- Experiments with different ways of moving
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with others, adjusting speed or changing directions to avoid obstacles.
- Travels with confidence and skill around, through and over balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching and kicking.

Early Learning Goals:

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating spaces.
- They handle tools and equipment effectively, including pencils for writing.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Finding spaces. Travelling—different ways of moving around. Changing direction. Climbing	Ball skills– Throwing and catching	Gymnastics	Ball skills– Dribbling and kicking Chinese new year dance.	Dance- Travelling with confidence in and through equipment. Children practice simple balances .	Athletics- Running, target practices, different range of jumps.

Year 1—Subject

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Games– ball skills</p> <p>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</p> <p>Dance</p> <p>perform dances using simple movement patterns.</p>	<p>Games– football</p> <p>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</p> <p>Dance</p> <p>perform dances using simple movement patterns.</p>	<p>Gross motor skills-</p> <p>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</p> <p>Gymnastics</p> <p>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.</p>	<p>Netball-</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>Gymnastics</p> <p>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.</p>	<p>Athletics</p> <p>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</p>	<p>Team games– rugby</p> <p>participate in team games, developing simple tactics for attacking and defending</p>

Year 2—Subject

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Ball skills-</p> <p>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</p> <p>Dance</p> <p>perform dances using simple movement patterns.</p>	<p>Football</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>Gymnastics</p> <p>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</p>	<p>Co-ordination– tennis</p> <p>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</p>	<p>Rugby -</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>Athletics</p> <p>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</p>	<p>Competitions-</p> <p>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.</p> <p>Skipping, speed bounce, sprints.</p>

Year 3—Subject

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Swimming</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. <p>Football</p> <p>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</p>	<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. 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.</p> <p>Rugby-</p> <p>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</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. 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.</p> <p>Gymnastics-</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. 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.</p> <p>Dance-</p> <p>perform dances using a range of movement patterns</p>	<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. 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.</p> <p>Athletics-</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. 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.</p> <p>Outdoor adventures-</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>

Year 4—Subject

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Swimming</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. <p>Hockey-</p> <p>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</p>	<p>Swimming</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. <p>Badminton-</p> <p>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</p>	<p>Swimming</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. <p>Gymnastics-</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Swimming</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. <p>Dance-</p> <p>perform dances using a range of movement patterns</p>	<p>Swimming</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. <p>Athletics-</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>develop flexibility, strength, technique, control and balance</p>	<p>Swimming</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. <p>Outdoor adventures-</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>

Year 5—Subject

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Football-</p> <p>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</p>	<p>Tennis-</p> <p>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</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Dance-</p> <p>perform dances using a range of movement patterns</p> <p>Fitness-</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Gymnastics-</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Athletics-</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Outdoor adventurous activities-</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>

Year 6—Subject

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Badminton-</p> <p>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</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Basketball-</p> <p>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</p>	<p>Dance-</p> <p>perform dances using a range of movement patterns</p>	<p>Gymnastics</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Athletics-</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Cricket-</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>