

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:</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>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:</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 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 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>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:</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 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> |