



Orton CE Primary School Annual PE Long Term Plan



The Long-term plan has been developed using the Howard Todd PE & Sport assessment (Participation and achievement tracker) you will see the skill below have been picked of the assessment sheet. This is a working document and may need changing/altering over the years to work effectively.

Although the plan states a focus sport per half term this is just a guide and any sports/games/drills/activities that incorporate the focus skill area can be used.

Many of the pupil skills may be relevant and repeated in other sports throughout the year, this is good as its important to recap and revisit skills to develop and consolidate the child's skill level in that area.

Please make sure you also include thinking pupil, social pupil and healthy pupil (included in the assessment document) into your PE lessons to help develop all aspects of PE.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EYFS	GV: Self Belief FUNDamentals Travel/Movement <i>Run, walk, march, skip, jump with some control.</i> <i>Travel over, under, around and through indoor apparatus.</i>	GV: Passion Dance FUNDamentals Travel/Movement <i>Travel according to simple musical beat.</i> <i>Respond to action rhymes, words & story in movement</i>	GV: Determination Gymnastics/Yoga Balance & Shape <i>Balance on small/large body parts + combinations for 3 seconds.</i> <i>Rock on feet & front, back and side & understand stillness.</i>	GV: Team work FUNDamentals Object Control/games <i>Send and receive a ball by rolling from hand and striking with foot.</i> <i>Dribble and kick a ball with increasing control.</i> <i>Play a passing & target game by myself and with a partner.</i>	GV: Respect Balance Bikes Athletics (Sports day) Balance/Travel <i>Use space, change direction and adjust speed.</i> <i>Use and balance different equipment on different parts of the body.</i>	GV: Honesty FUNDamentals Object Control/games <i>Aim and throw object under arm to where I want it to go.</i> <i>Catch balloon/bean bag/scarf and sometimes a bouncing ball.</i> <i>Play a passing & target game by myself and with a partner.</i>
Year 1 & 2	GV: Self Belief FUNDamentals	GV: Passion Dance	GV: Determination Gymnastics	GV: Team work Hockey	GV: Respect Tennis	GV: Honesty FUNDamentals

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	Travel/Movement <i>Change direction, speed, strength & flow of movements (Yr1).</i> <i>Change in speed & direction to stay with or outwit a partner (Yr2) .</i> FUNDamentals Balance & Shape <i>Keep balance traveling along bench, and/or on bike, scooter (Yr1).</i> <i>Combine moving, pausing and stillness in response to partner (Yr2).</i>	Travel/Movement <i>Choose actions & link them to stimuli, e.g. stories poem, music etc (Yr1).</i> <i>Remember & use simple dance steps with good control (Yr1).</i> <i>Choose & perform actions that reflect an idea, mood, feeling (Yr2).</i> <i>Link movements/skills with good control and co-ordination (Yr2).</i> FUNDamentals Object Control/games <i>Show some different ways of hitting, throwing & striking the ball (Yr 1).</i> <i>Pass a ball accurately (hands and feet) over different distances (Yr 2)</i>	Balance/Shape <i>Perform & link rocking & simple rolling actions with control (Yr1).</i> <i>From low object perform 3 basic jumps landing with control (Yr1).</i> <i>Link known shape/travel/roll/jump to a balance with control (Yr 2).</i> <i>Jump/land with control using different body shapes in flight (Yr 2).</i> Ball Games (dodgeball, bench ball) Games <i>Intercept and retrieve a moving ball (Yr 1).</i> <i>Perform dodging, staying close and travel skills in game situations (Yr 2)</i>	Games <i>Control and move a ball using a stick, showing increasing accuracy in stopping and pushing towards a target (Yr 1)</i> <i>Make simple decisions about when /where to move in game (Yr2).</i> FUNDamentals Object Control/games <i>Create and play chase and avoid games with and without equipment (Yr 1).</i> <i>Perform dribbling skills with hands and feet using space well (Yr2).</i>	Object control <i>Balance, drop and collect ball on racket and travel with it. (Yr 1).</i> <i>Send ball off tee using bat or racket to where I want it to go (Yr 2).</i> Athletics Travel/Movement <i>Run straight on a curve and sidestep with the correct technique (Yr 1).</i> <i>Vary the dynamics, speed and direction. (Yr 2).</i>	Recap FUNDamentals Recap
Year 3 & 4	GV: Self Belief Rugby <i>Play a game successfully, -apply some tactics to outwit opponents (Yr 3).</i>	GV: Passion Dance <i>Perform pair/group dance involving canon & unison, meet & part (Yr 3).</i>	GV: Determination Gymnastics <i>Alone/with partner perform a sequence of travelling actions/balances (Yr 3).</i>	GV: Team Work Football <i>Perform ball handling skills well, with awareness of space & others (YR 3).</i>	GV: Respect Tennis <i>play a net/racket/striking small sided game (Yr 3).</i>	GV: Honesty Rounders <i>Send a ball (1) by overarm bowl or throw (Yr 4).</i>



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	<i>Use skills/apply tactics to retain possession in invasion games (Yr 4).</i> Netball <i>Consolidate passing/catching skills in various games (Yr 3).</i> <i>Keep up throwing/catching game & apply tactics according to need (Yr 4).</i>	include contrasting dynamics and qualities into group motif/phase (Yr 3). Improvise freely translating ideas from stimuli to movement (Yr 3). Perform clear & fluent dances that show sensitivity to idea/stimuli (Yr 4). use simple motifs/patterns to structure phases with partner/group (Yr 4). Respond imaginatively to stimuli related to character/music/story (Yr4). Tri-golf Strike a ball towards a target using a basic technique, showing developing control of direction and distance (Yr3) Explain what was successful in a shot, beginning to recognise how technique affects accuracy (Yr3)	<i>Travel while using various hand apparatus, (ribbon/hoop/rope/ball) (Yr 3).</i> <i>Know principles of balance and apply them on floor & apparatus (Yr 4).</i> <i>Link a roll with travel and balance using floor and apparatus (Yr 4).</i> <i>Perform at least 3 different rolls with good control (Yr 4).</i> Hockey <i>Keep control & possession & make good decisions on what to do (Yr 3).</i> <i>Move to stop a ball or object reaching a target in varying situations (Yr 4).</i>	<i>Apply dribbling & passing skills in small sided competitive games (Yr 4).</i> <i>Kick a football accurately with good technique (Yr 4).</i> Orienteering <i>Follow instructions and simple trails (Yr 3).</i> <i>Read & follow a simple map & diagrams to orientate myself (Yr 4).</i>	<i>Send a ball by using a racket (Yr 4).</i> Athletics (Sports day) <i>Run at fast/medium/slow speeds appropriate for distance covered (Yr 3).</i> <i>Jump from standing position, link jump to running and other travel (Yr 3).</i> <i>Run consistently & smoothly at different speeds (Yr 4).</i>	Cricket <i>Use batting & fielding techniques with control & consistency (YR 3).</i> <i>Move to stop a ball or object reaching a target in varying situations (Yr 4).</i>
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		Strike a ball with increasing accuracy and consistency, adjusting force to reach a target (Yr4) Select simple ways to improve performance, using basic understanding of stance and swing (Yr4)				
Year 5 & 6	GV: Self Belief Rugby <i>Apply attacking/defending strategies as part of a team game (Yr 5).</i> <i>Apply skills appropriately to circumstances in the game (Yr 6).</i> Netball <i>Play different positional roles in game, know what to do to improve (Yr 5).</i> <i>Know and play different positional roles in relation to mini games (Yr 6).</i>	GV: Passion Dance <i>Perform fluent dances with characteristics of different styles/eras (Yr 5).</i> <i>Adapt and refine motifs that vary in weight/space/rhythm (Yr 5).</i> <i>Show/fluency/control n chosen dynamics in response o stimuli (Yr 5).</i> <i>Create and perform motifs in a variety of style consistently (Yr 6).</i> <i>Be aware of and use musical structure, rhythm, mood and phrasing (Yr 6).</i>	GV: Determination Gymnastics <i>Create mirror/matching/cannon (pair) sequence varying dynamics (Yr 5).</i> <i>Demonstrate more complex sequences on floor/apparatus (Yr 5).</i> <i>Perform 6-8-part floor sequences as an individual, pair and small group (Yr 6).</i> <i>Perform sequence combining action skills with apparatus (Yr 6).</i> <i>Use appropriate criteria and terminology to evaluate performances (Yr 6).</i>	GV: Team work Football <i>Dribble a ball using the inside and the outside of each foot (Yr 5).</i> <i>Use both hands and feet to dribble a moving ball avoiding defender (Yr 6).</i> Orienteering <i>Walk along a compass direction and identify some map symbols (Yr 5/6).</i>	GV: Respect Tennis <i>Use a bat/racket/or part of my body to hit a ball into a space (Yr 5).</i> <i>Perform/apply skills in additional net/wall game. (Yr 6).</i> Athletics (Sports day) <i>Complete a run/jump/throw event & measure outcome (Yr 5).</i> <i>Show good running style at different speeds in various events (Yr 5).</i> <i>Choose and sustain pace suited to distance (e.g. sprint 7 seconds. Run for 5 mins) (Yr 6).</i>	GV: Honesty Rounders <i>Strike a ball with a range of bats for accuracy and distance (Yr 5).</i> <i>Use different & appropriate shots when batting/striking (Yr 6).</i> Cricket <i>Know how/where to send a ball/object according to the game situation (Yr 5).</i> <i>Throw for distance efficiently, accurately and with good control (Yr 6).</i>
		Tri Golf	Hockey			

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		Select and apply appropriate striking techniques to send a ball accurately over varying distances (Yr5) Use simple tactics to complete a course efficiently, considering direction, force and target placement (Yr5) Adapt and refine striking technique to improve accuracy and consistency in different situations (Yr6) Evaluate and apply strategies to improve performance, making decisions to complete a course effectively (Yr6)	<i>Handle a ball and pass and shoot with control and consistency (Yr 5).</i> <i>Choose and use a combination of skills confidently in games (Yr 6).</i>			
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Swimming

Two-week block of swimming for KS1 and KS2 children.

	Swimming skills
Class 1 (Reception)	• Get in and out of swimming pool using steps. • Float with the use of aids. • Travel in the water independently with buoyancy aid.
Year 1&2	• Put my face in water and blow bubbles. (Yr1) • Float on back and front with aids to show breathing control. (Yr1) • Combine front paddle action with crawl leg action with aids. (Yr1) • Swim 5+ metres using back stroke leg action without aids. (Yr 2) • Swim 5+ metres front crawl with & later without aids. (Yr 2) • Push and glide confidently over a longer distance. (Yr 2)
Year 3 & 4	• Achieve leg & arm action for one stroke & start to combine. (Yr 3) • Float without the use of aids. (Yr 3) • Swim 10+ metres, one basic method without aid. (Yr 3) • Achieve leg & arm action for two strokes & start to combine. (Yr 4) • Use a sculling action to stay afloat. (Yr 4) • Swim 10+ metres front or back without aids & using correct style. (Yr 4)
Year 5 & 6	• Swim 25+ metres unaided and competently using 1 stroke. (Yr 5) • Submerge & pick up object off bottom of pool & tread water 30secs. (Yr 5) • Swim 10+ metres using two strokes & jump into deep water. (Yr 5) • Swim 25+ metres using three different strokes stroke. (Yr 6) • Swim competently, confidently and efficiently at least 25 metres. (Yr 6) • Perform safe self-rescue in different water-based situations. (Yr 6)



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The six School Games values - Passion, Self-Belief, Respect, Honesty, Determination and Teamwork - were developed by young people to recognise how the experience of sport should be epitomised and embodied within schools, and to reflect the 'spirit' of the School Games.

We encourage all children, leaders, teachers, coaches and spectators to adopt and demonstrate the 'Spirit of the Games' during all PE lessons and at all events. Each half term we are going to adopt one particular 'focus' value, where individuals are rewarded for their exceptional demonstration of that value during the lesson or at play time etc.

We aim to use the School Games values alongside our whole school values - developing a range of behaviours, qualities and inter-personal skills with our students based on sporting experiences, scenarios and attitudes.

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