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**Long Term Mapping**

**KS2 Physical Education**

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|  | | **Cycle 1** | **Cycle 2** | **Cycle 3** | **Cycle 4** |
| **(2023-2024)** | **(2024-2025)** | **(2025 – 2026)** | **(2022-2023)** |
| **Autumn** | **1** | Hockey (invasion) | Football (invasion) | Netball (invasion) | Gymnastics |
| **2** | Gymnastic | Gymnastic | Gymnastics | Dance – Autumn |
| **Spring** | **1** | Outdoor and adventurous activity challenges | Dance (Spring in the Garden) | Dance –Plants | Tennis |
| **2** | Athletics | Athletics | Athletics | Athletics |
| **Summer** | **1** | Dance – Change in weather | Boccia / Kurling | Cricket | Outdoor and adventurous activity challenges |
| **2** | Cycling | Cycling | Cycling | Cycling |

INVASION GAMES / ATHLETICS / FIELDING and STRIKING

* Children will learn a variety of skills. They will be able to understand the mutual respect needed to compete in a sporting competition.
* This will be evident through the way they conduct themselves when they compete. They will be tolerant of the different faiths and beliefs that contribute to team competitions locally, nationally and internationally.
* The children will understand that they are to be compliant with the rules of a game and that we live in a democratic society where both men and women can play mixed sports.

DANCE

* Children may demonstrate knowledge of the history of dance, and its cultural impact on the world.
* They may be able to reflect on different styles of dance, influenced by different cultures and both national and international histories.
* Children may demonstrate an awareness of socio-economic influences in different dance histories, such as hip-hop, ballet and folk and begin to compare and contrast the different styles.

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| **Key stage 2 MEDIUM-TERM PLANNING 22-23** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Topics linked to the Gatsby Bench Mark | |
| **CYCLE 4** | To challenge and further develop all learners gross motor skills, regardless of the their physical ability. Breaking down specific skills into small achievable steps, allowing learners continued opportunities to improve their swimming capabilities above the national requirements and to access leisure facilities within the community, all contribute to pedagogy of the learner. At Tor View we aim to follow Sports England vision ' Everyone in England regardless of age, background or ability, feels able to take part in sport or activity.' | **Gymnastics Dance** | | | | **Tennis Athletics** | | | | **Outdoor activities team work Cycling** | | |
| **Autumn 1**  7 weeks | | **Autumn 2**  7 weeks | | **Spring 1**  6 weeks | | **Spring 2**  6 weeks | | **Summer 1**  5 weeks | | **Summer 2**  7 weeks |
|  | |  | |  | |  | |  | |  |
| -Floor work - 4 weeks  -Apparatus and floor – 3 weeks | | Different methods of movement  (Traditional Harvest- picking / reaping) | | Hand/ eye coordination activities  Striking  Games | | Track - 3 weeks  Field - 3 weeks  (competitive against thelsves and others) | | Teamwork, problem-solving and understanding maps.  Work as part of a team to solve problems.  Give and receive directions using appropriate directional language | | Individual cycling targets to be worked on the primary yard and bike track |
| **SUGGESTED Skills** | | | | | | | | | | |
| |  |  | | --- | --- | | Jumping  Hopping  Sliding  Skipping  Carrying equipment  Safety  Sequences | Landing  Rotating  Rhythm  Leap  Balances  Levels  Shape  Officials | | | Let’s Move BBC programme  (Key stage 1 site)  Dancing on your own, in a small group  <https://www.bbc.co.uk/teach/school-radio/ks1-dance/zvcx92p> | | Striking a balloon hand/racket  Balancing ball on racket  Balancing bean bag on racket  Hitting the ball on the floor to a peer  Throwing and catching over a net | | Shot put / weighted ball  Javelin  Sprint  Hurdles  Long distance  Races - winning / loosing  Stating commands | | Group work / team challenges and cooperation (Assault course)  Giving directions to others  Following instructions  Basic maps of the yard, bike track - what is this? Where is it, show me where it is. | | Putting on / off helmet  Getting on / off a bike  Pedalling  Steering  Braking  Mannering  Speed / confidence  **(see cycling step sheet)** |
| **VOCABULARY** | | | | | | | | | | |
| Body Tension  **Still**  **Balance**  Rhythm  Land / dismount  Pirouettes - **spin**  Linking  **Travel**  Aesthetically pleasing  Apparatus / **equipment** | | Body  Space  Run  Direction  Speed  Stop / start  Move | | **Hit**  Strike  **Net**  **Ball**  **Scoring / points**  **Racket**  **Game** | | Positions  **Speed**  **Cheer**  Measure / record  Competitive  **Safety**  Analyse / Improve  **Start / finish line**  **On your marks,get set, go**! | | **Map**  Left  Right  **Turn**  **Under**  **Over**  Team work  **Help**  Problem solving | | **Stop / go**  **On / off**  **Brake**  **Bike Helmet**  Clip  **seat**  **Steer**  Balance  **Look** |
| **IMPLEMENTATION** | | | | | | | | | | |
| Week 1: pencil/dish roll  Week 2: Traveling  Week 3 roll, travel, jump  Week 4: forward roll  Week 5: balances  Week 6: sequence  Week 7: Assessment | | Week 1: Harvest  Week 2: Weather  Week 3 Fireworks  Week 4: Autumn animals  Week 5: Sequence actions | | **Week 1:** Relay races with rackets, balls and beanbags  **Week 2:** Same as week 1  **Week 3** Striking a ball. balloon  **Week 4** Same as week 3  **Week 5:** maintaining a rally  **Week 6**:Assessment small adapted game | | **Week 1:** what is a race (commands/start/finish line)  **Week 2:** races / commands  **Week 3 :** Javelin  **Week 4:** weighted ball  **Week 5:** positions& winning/loosing  **Week 6:** Assessment | | **Week 1:** Team work  **Week 2:** following instructions  **Week 3 :**Problem solving  **Week 4:** Introducing to maps, finding places on the yard  **Week 5:**  Introducing to maps | | Pupil to work in their own individual targets  **Week 7:**  Assessment |

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| **Key stage 2 MEDIUM-TERM PLANNING 23-24** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Topics linked to the Gatsby Bench Mark | |
| **CYCLE 1** | To challenge and further develop all learners gross motor skills, regardless of the their physical ability. Breaking down specific skills into small achievable steps, allowing learners continued opportunities to improve their swimming capabilities above the national requirements and to access leisure facilities within the community, all contribute to pedagogy of the learner. At Tor View we aim to follow Sports England vision ' Everyone in England regardless of age, background or ability, feels able to take part in sport or activity.' | **Hockey Gymnastics** | | | | **Tennis Athletics** | | | | **Outdoor activities team work Cycling** | | |
| **Autumn 1**  7 weeks | | **Autumn 2**  7 weeks | | **Spring 1**  6 weeks | | **Spring 2**  6 weeks | | **Summer 1**  5 weeks | | **Summer 2**  7 weeks |
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| Invasion Games/ team work.  Improving hand / eye coordination skills | | Balances - individual and partner  Creating a sequence - How to get from one balance to another | | Hand/ eye coordination activities  Striking  Games | | Track - 3 weeks  Field - 3 weeks  (competitive against thelsves and others) | | Teamwork, problem-solving and understanding maps.  Work as part of a team to solve problems.  Give and receive directions using appropriate directional language | | Individual cycling targets to be worked on the primary yard and bike track |
| **SUGGESTED Skills** | | | | | | | | | | |
| Holding a sick  Dribbling in a line / round cones  Moving with the ball at different speeds (traffic light) | | Copying flash cards of balances - individual and partner  Observe and replicate a sequence with 2 balances  Practice different ways to transition. | | Striking a balloon hand/racket  Balancing ball on racket  Balancing bean bag on racket  Hitting the ball on the floor to a peer  Throwing and catching over a net | | Shot put / weighted ball  Javelin  Sprint  Hurdles  Long distance  Races - winning / loosing  Stating commands | | Group work / team challenges and cooperation (Assault course)  Giving directions to others  Following instructions  Basic maps of the yard, bike track - what is this? Where is it, show me where it is. | | Putting on / off helmet  Getting on / off a bike  Pedalling  Steering  Braking  Mannering  Speed / confidence  **(see cycling step sheet)** |
| **VOCABULARY** | | | | | | | | | | |
| **Control**  **Pass**  Tap  Head up  **Net**  **Hit**  Strike  **Stick**  **Ball**  Team | | Body Tension  **Still**  **Balance**  Rhythm  Land / dismount  Pirouettes - spin  **Linking**  **Travel**  Aesthetically pleasing  Apparatus / **equipment** | | **Hit**  Strike  **Net**  **Ball**  **Scoring / points**  **Racket**  **Game** | | Positions  **Speed**  **Cheer**  Measure / record  Competitive  **Safety**  Analyse / Improve  **Start / finish line**  **On your marks,get set, go**! | | **Map**  Left  Right  **Turn**  **Under**  **Over**  Team work  **Help**  Problem solving | | **Stop / go**  **On / off**  **Brake**  **Bike Helmet**  Clip  **seat**  **Steer**  Balance  **Look** |
| **IMPLEMENTATION** | | | | | | | | | | |
| Week 1: Basic control  Week 2: Basic control  Week 3 stopping and passing  Week 4: stopping and passing  Week 5: Shooting  Week 6: 2v1 games  Week 7: Assessment | | Week 1: Individual balances  Week 2: Individual balances  Week 3 Linking moves  Week 4: Copying a simple sequence with two balances  Week 5: Linking 2 balances  Week 6: Partner balances  Week 7: Assessment | | Week 1: Relay races with rackets, balls and beanbags  Week 2: Same as week 1  Week 3 Striking a ball. balloon  Week 4 Same as week 3  Week 5: maintaining a rally  Week 6:Assessment small adapted game | | Week 1: what is a race (commands/start/finish line)  Week 2: races / commands  Week 3 : Javelin  Week 4: weighted ball  Week 5: positions& winning/loosing  Week 6: Assessment | | Week 1: Team work  Week 2: following instructions  Week 3 :Problem solving  Week 4: Introducing to maps, finding places on the yard  Week 5: Introducing to maps | | Pupil to work in their own individual targets  Week 7: Assessment |
| **INTENT** |

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| **Key stage 2 MEDIUM-TERM PLANNING 2025-2026** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Topics linked to the Gatsby Bench Mark | |
| **CYCLE 2** | To challenge and further develop all learners gross motor skills, regardless of the their physical ability. Breaking down specific skills into small achievable steps, allowing learners continued opportunities to improve their swimming capabilities above the national requirements and to access leisure facilities within the community, all contribute to pedagogy of the learner. At Tor View we aim to follow Sports England vision ' Everyone in England regardless of age, background or ability, feels able to take part in sport or activity.' | **Netball Gymnastics** | | | | **Cricket Athletics** | | | | **Dance Cycling** | | |
| **Autumn 1**  7 weeks | | **Autumn 2**  7 weeks | | **Spring 1**  6 weeks | | **Spring 2**  6 weeks | | **Summer 1**  5 weeks | | **Summer 2**  7 weeks |
|  | |  | |  | |  | |  | |  |
| Passing 2 weeks  Shooting 2 weeks  Ball control 2 weeks  Game 1 1 week | | -Floor work - 4 weeks  -Apparatus and floor – 3 weeks | | Aiming for different targets | | Track - 3 weeks  Field - 3 weeks  (competitive against thelsves and others) | | Spring In the garden - Different methods of expressive movement with music | | Individual cycling targets to be worked on the primary yard and bike track |
| **SUGGESTED Skills** | | | | | | | | | | |
| Rolling the ball to each other  Shooting to a target  Throwing (passing)  Catching  2v1  Time bomb | | |  |  | | --- | --- | | Jumping  Hopping  Sliding  Skipping  Carrying equipment  Safety  Sequences | Landing  Rotating  Rhythm  Leap  Balances  Levels  Shape  Officials | | | Boccia - Rolling ball towards a target 1v1 and 2v2  Kurling - Pushing the disk towards a tagets  1v1 and 2v2  Being an official - whos won and why  Team work / tactics | | Shot put / weighted ball  Javelin  Sprint  Hurdles  Long distance  Races - winning / loosing  Stating commands | | Let’s Move BBC programme  (Key stage 1 site)  Dancing on your own, in a small group  <https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-spring-in-the-garden-index/z7tggwx> | | Putting on / off helmet  Getting on / off a bike  Pedalling  Steering  Braking  Mannering  Speed / confidence  **(see cycling step sheet)** |
| **VOCABULARY** | | | | | | | | | | |
| Score  **Pass**  **Look**  **Shoot**  Intercept  **Run**  **Net**  **Ball**  Attacking / defending | | **Body Tension**  **Still**  **Balance**  Rhythm  **Land** / dismount  Pirouettes - **spin**  Linking  **Travel**  Aesthetically pleasing  Apparatus / **equipment** | | **Push**  **Roll**  **Target**  **Team work**  **Closest**  **Win Lose**  **cheer**  **game**  positioning  tactics | | Positions  **Speed**  **Cheer**  Measure / record  Competitive  **Safety**  Analyse / Improve  **Start / finish line**  **On your marks,get set, go**! | | **High up / low down**  Body  **Space**  Run  Direction  Speed  **Stop / start**  **Move**  Gesture | | **Stop / go**  **On / off**  **Brake**  **Bike Helmet**  Clip  **seat**  **Steer**  Balance  **Look** |
| **IMPLEMENTATION** | | | | | | | | | | |
| Week 1: Ball control skills  Week 2: Dribble straight  Week 3 Dribble in/out  Week 4: turning  Week 5:passing/intercepting  Week 6: shooing  Week 7: Assessment | | Week 1: pencil/dish roll  Week 2: Traveling  Week 3 roll, travel, jump  Week 4: forward roll  Week 5: balances  Week 6: sequence  Week 7: Assessment | | Week 1: boccia 1v1  Week 2: Boccia 2v2  Week 3 Kurking 1v1  Week 4 Boccia 2v2  Week 5: being official  Week 6:Assessment | | Week 1: what is a race (commands/start/finish line)  Week 2: races / commands  Week 3 : Javelin  Week 4: weighted ball  Week 5: positions& winning/loosing  Week 6: Assessment | | Week 1: worms on the move  Week 2: Worms on the move  Week 3 : Plants on the move  Week 4: Plants on the move  Week 5: Birds on the move | | Pupil to work in their own individual targets  Week 7: Assessment |
| **INTENT** |