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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 |
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|  -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 weeksField - 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** |
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| Jumping Hopping Sliding Skipping Carrying equipmentSafety Sequences  | Landing Rotating RhythmLeapBalances LevelsShapeOfficials  |

 | 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/racketBalancing ball on racketBalancing bean bag on racketHitting the ball on the floor to a peerThrowing and catching over a net | Shot put / weighted ballJavelin Sprint Hurdles Long distanceRaces - winning / loosing Stating commands  | Group work / team challenges and cooperation (Assault course)Giving directions to othersFollowing instructionsBasic 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 PedallingSteering Braking Mannering Speed / confidence **(see cycling step sheet)** |
| **VOCABULARY** |
| Body Tension **Still****Balance** Rhythm Land / dismount Pirouettes - **spin**Linking **Travel**Aesthetically pleasing Apparatus / **equipment** | BodySpace Run Direction Speed Stop / startMove | **Hit**Strike **Net****Ball****Scoring / points****Racket****Game**   | Positions **Speed****Cheer** Measure / recordCompetitive **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, jumpWeek 4: forward rollWeek 5: balancesWeek 6: sequence Week 7: Assessment | Week 1: HarvestWeek 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 weeksField - 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/racketBalancing ball on racketBalancing bean bag on racketHitting the ball on the floor to a peerThrowing and catching over a net | Shot put / weighted ballJavelin Sprint Hurdles Long distanceRaces - winning / loosing Stating commands  | Group work / team challenges and cooperation (Assault course)Giving directions to othersFollowing instructionsBasic 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 PedallingSteering Braking Mannering Speed / confidence **(see cycling step sheet)** |
| **VOCABULARY** |
| **Control****Pass**TapHead 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 / recordCompetitive **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 passingWeek 5: Shooting Week 6: 2v1 games Week 7: Assessment | Week 1: Individual balances Week 2: Individual balancesWeek 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 beanbagsWeek 2: Same as week 1Week 3 Striking a ball. balloonWeek 4 Same as week 3Week 5: maintaining a rallyWeek 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 workWeek 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 weeksField - 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 targetThrowing (passing)Catching 2v1Time bomb |

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| Jumping Hopping Sliding Skipping Carrying equipmentSafety Sequences  | Landing Rotating RhythmLeapBalances LevelsShapeOfficials  |

 |  Boccia - Rolling ball towards a target 1v1 and 2v2Kurling - Pushing the disk towards a tagets 1v1 and 2v2Being an official - whos won and whyTeam work / tactics  | Shot put / weighted ballJavelin Sprint Hurdles Long distanceRaces - 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 PedallingSteering 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 / recordCompetitive **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 skillsWeek 2: Dribble straightWeek 3 Dribble in/outWeek 4: turning Week 5:passing/intercepting Week 6: shooing Week 7: Assessment | Week 1: pencil/dish roll Week 2: Traveling Week 3 roll, travel, jumpWeek 4: forward rollWeek 5: balancesWeek 6: sequence Week 7: Assessment | Week 1: boccia 1v1Week 2: Boccia 2v2Week 3 Kurking 1v1Week 4 Boccia 2v2Week 5: being officialWeek 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 moveWeek 2: Worms on the moveWeek 3 : Plants on the move Week 4: Plants on the moveWeek 5: Birds on the move  | Pupil to work in their own individual targets Week 7: Assessment |
| **INTENT** |