



# Churchside Federation Long Term Planning

## Subject: Physical Education Mundford



Teachers are free to choose the order that they teach the units in within each half-term. Fitness activities can be taught as a block or included alongside other units as they are suitable for within the classroom when events or weather may prevent the planned PE taking place. Hazel, Maple, Rowan and Sycamore will be **taught by Mr Brotherhood and aligned with teaching at Gooderstone to enable cross-federation tournaments.** The other units of work can be taught in any order. All competitions and events will be entered as a Federation, with a view to involve as many children as possible, as well as having a Federation Day, once per term.

G Drive contains Get Set 4 PE lessons plans and resources for all areas of PE, but teachers can supplement these with any other resources of their choice.

Year Group	Autumn	Spring	Summer		
<b>All Year Groups</b>	<b>Daily Mile:</b> - compare their performances with previous ones and demonstrate improvement to achieve their personal best.				
<b>Nursery Development Matters</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs or climb up apparatus using alternate feet. Skip hop stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers. Start taking part in some group activities which they make up for themselves or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting for example they decide whether to crawl walk or run across a plank depending on its length and width				
<b>EYFS</b>	<b>Dance:</b> - move confidently in a range of ways, safely negotiating space.  <b>Fundamentals:</b> - handle equipment and tools correctly. - catch a large ball. - safely negotiate space. - observe effects of activity on their bodies. - play cooperatively.	<b>Racing &amp; Chasing Games:</b> - move confidently, safely negotiating space. - talk about ways to keep healthy and safe. - observe effects of activity on their bodies. - play co-operatively.	<b>Gymnastics:</b> - show good control and coordination in large and small movements. - move confidently, safely negotiating space. - talk about ways to keep safe.  <b>Ball Skills:</b> - handle equipment and tools correctly. - show increasing control over an object in pushing, patting, throwing, catching or kicking it.	<b>Dance:</b> - move confidently in a range of ways, safely negotiating space. (see Val Sabin Dance for lesson plans & dance ideas)  <b>Gymnastics:</b> - show good control and coordination, - move confidently, safely negotiating space.  <b>Ball Skills:</b> - show good coordination and control in large and small movements. - handle equipment and tools effectively. - play cooperatively.	<b>Athletics:</b> - move confidently, safely negotiating space. - run with control and coordination.
<b>KS1</b>	<b>Dance: (Autumn 1 CP – Hazel and Maple)</b> - perform dances using simple movements. - engage in cooperative physical activities. (see Val Sabin Dance for lesson plans & dance ideas).  <b>Ball Skills: (Autumn 1, Hazel and Maple)</b> - master basic movements including throwing & catching & begin to apply these in activities. - develop agility & co-ordination.  <b>Fitness (Choose from: Yoga, Fitness, Fundamentals): (Autumn 2 Hazel/Maple - Yoga)</b> - Recognise that activity increases our heart rate, breathing, temperature etc. - Know that they should try to be active every day and be able to describe different things they can do that are active. - master basic movements - develop agility and coordination	<b>Gymnastics: (Hazel and Maple Spr 1 and 2)</b> - master basic movements and develop balance, agility and coordination - Recognise that activity increases our heart rate, breathing, temperature etc. - Know that they should try to be active every day and be able to describe different things they can do that are active. - master basic movements - develop agility and coordination  <b>Ball/Invasion Games: (Maple and Hazel Spr 1 and 2)</b> - participate in team games and develop simple tactics for attacking and defending. - master basic movements including throwing and catching - begin to apply these in activities.  -	<b>Striking &amp; Fielding or Target Games: (Hazel/Maple, Sum 1 and 2)</b> - master basic movements including throwing and catching. - participate in team games, developing simple tactics for attacking and defending.  <b>Net and Wall (Hazel/Maple Sum 1)</b> - coordination and agility working in a pair.  <b>Athletics: (Hazel/Maple Sum 2)</b> - master basic movements including running & jumping & develop agility & co-ordination.  <b>Team/Invasion Games: (Hazel, Sum 1) (Maple, Sum 2)</b> - master basic movements including throwing and catching. - participate in team games, developing simple tactics for attacking & defending.  <b>Orienteering:</b> - follow instructions accurately.		



# Churchside Federation Long Term Planning

## Subject: Physical Education Mundford



			<ul style="list-style-type: none"><li>- cooperate with a partner or small group, taking turns and listening to each other.</li><li>- try different ideas to solve a task.</li><li>- follow and create a simple diagram/map.</li><li>- take part in outdoor and adventurous activity challenges both individually and within a team.</li></ul>
--	--	--	---



# Churchside Federation Long Term Planning

## Subject: Physical Education Mundford



Year Group	Autumn	Spring	Summer
<b>All</b>	<b>Daily Mile:</b> - compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<b>Lower KS2</b>	<b>Dance:</b> - perform dances using a range of movement styles. - evaluate and suggest how to improve.  <b>Fitness: (Choose from: Trigolf, Yoga or Fitness)</b> Recognise that muscles get stronger and bigger when we exercise. Know why we need to warm-up before exercise & cool down after. Recognise that exercise can make them feel better or happier. - develop technique and control.  <b>Ball Skills:</b> - communicate, collaborate and compete with one another. - play competitive games (modified where appropriate)  <b>Gymnastics:</b> - develop flexibility, strength, technique, control and balance. - link actions to create sequences of movement.	<b>Swimming &amp; Water Safety:</b> - swim competently, confidently and proficiently over a distance of at least 25m. - use a range of strokes effectively. - perform safe self-rescue in different water-based situations.  <b>Invasion Games (Football &amp; Tag Rugby):</b> - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) & apply principles for attacking and defending.  <b>Invasion Games (Focus: Basketball)</b> - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) & apply principles for attacking & defending.	<b>Racquet Sports (Focus Sport: Mini Tennis)</b> - enjoy communicating, collaborating & competing with one another. - use throwing and catching in isolation and in combination - play competitive games (modified where appropriate) and apply principles for attacking and defending.  <b>Athletics:</b> - use running, jumping, throwing and catching in isolation and combination - develop technique, strength and control. - compare performance with previous and demonstrate improvement to achieve personal best. (Should include: sprinting and relays over 50m; obstacle courses; basic throwing skills; standing long jump)  <b>Orienteering:</b> - Give simple instructions and follow instructions from a peer. - Work collaboratively with a partner or small group. - Plan and attempt to apply strategies to solve problems. - Orientate and follow a map/diagram. - Accurately follow instructions and give clear instructions to others. - Collaborate to plan and apply strategies to solve problems. - Identify key symbols on a map and use a key to move around a grid.  <b>Striking &amp; Fielding Games (Focus Sport: Cricket/Rounders):</b> - communicate, collaborate & compete with one another. - use throwing & catching in isolation and in combination. - play competitive games (modified where appropriate) & apply principles for attacking & defending.
<b>Upper KS2</b>	<b>Invasion Games (Focus Sports: Netball):</b> - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) and apply principles for attacking and defending.  <b>Swimming &amp; Water Safety:</b> - swim competently, confidently and proficiently over a distance of at least 25m. - use a range of strokes effectively. - perform safe self-rescue in different water-based situations.  <b>Fitness (Choose from Trigolf, Yoga or Fitness):</b> - - develop technique & control. - Compare the muscles and fitness required for different sports and physical activities. Suggest suitable ways of warming-up for different activities. Understand the link between physical and mental health and recognise that exercise and time spent outdoors contribute to their overall wellbeing.  <b>Gymnastics:</b> - perform dances using a range of movement styles. - evaluate and suggest how to improve.	<b>Gymnastics:</b> - perform dances using a range of movement styles. - evaluate and suggest how to improve.  <b>Invasion Games (Focus Sport: Hockey or Tag Rugby)</b> - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) and apply principles for attacking and defending.  <b>Dance/Yoga:</b> - develop flexibility, strength, technique, control and balance. - link actions to create sequences of movement. - work collaboratively. - evaluate and recognise how to improve.  <b>Invasion Games (Focus Sports: Basketball):</b> - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) and apply principles for attacking & defending	<b>Striking &amp; Fielding Games (Focus Sport: Cricket/Rounders)</b> - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) and apply principles for attacking and defending  <b>Orienteering:</b> - Use clear communication within a group, taking on different roles. - Begin to lead others, providing clear instructions. - Plan and apply strategies to solve more complex challenges. - Orientate a map and use it to navigate a course. - take part in outdoor and adventurous activity challenges both individually and within a team. (Y6 Residential/ Y5 Outdoor Education Trip)  <b>Racquet Sports (Focus Sport: Mini Tennis or Badminton)</b> - enjoy communicating, collaborating and competing with one another. - use throwing and catching in isolation and in combination - play competitive games (modified where appropriate) and apply principles for attacking and defending  <b>Athletics:</b> - use running, jumping, throwing and catching in isolation and combination - develop technique, strength and control. - compare performance with previous ones and demonstrate improvement to achieve their personal best.



# Churchside Federation Long Term Planning

## Subject: Physical Education Mundford



			<p>(Should include: sprinting and relays over 80m; hurdles; distance running 200m; throwing; long jump; standing triple jump )</p>
--	--	--	--