



St. Patrick's Catholic Primary School

PE Long Term Planning 2023-2024



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Teacher Led	Use of space. Rules & Expectations.	Dance	Gym	Circuits	Games	Sports Day
Year 1	Teacher Led	Invasion games – Football	Invasion games – Netball and Basketball	Dance - indoors	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket
	CrossBar Led	Invasion games – Football	Invasion games – Netball and Basketball	Gymnastics – floor + apparatus	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket
Year 2	Teacher Led	Invasion games – Football	Invasion games – Netball and Basketball	Dance - indoors	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket
	CrossBar Led	Invasion games – Football	Invasion games – Netball and Basketball	Gymnastics – floor + apparatus	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket
Year 3	Teacher Led	Invasion games – Football	Invasion games – Netball and Basketball	Dance - indoors	Games - Tennis	Swimming	Swimming
	CrossBar Led	Invasion games – Football	Invasion games – Netball and Basketball	Gymnastics – floor + apparatus	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket
Year 4	Teacher Led	Invasion games – Football	Invasion games – Netball and Basketball	Dance - indoors	Games - Tennis	Swimming	Swimming
	CrossBar Led	Invasion games – Football	Invasion games – Netball and Basketball	Gymnastics – floor + apparatus	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket
Year 5	Teacher Led	Invasion games – Football	Invasion games – Netball and Basketball	Dance - indoors	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket
	CrossBar Led	Invasion games – Football	Invasion games – Netball and Basketball	Gymnastics – floor + apparatus	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket
Year 6	Teacher Led	Invasion games – Football	Invasion games – Netball and Basketball	Dance - indoors	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket / Y6 play
	CrossBar Led	Invasion games – Football	Invasion games – Netball and Basketball	Gymnastics – floor + apparatus	Games - Tennis	Athletics	Striking and fielding games – Rounders & Cricket



National Curriculum

What the National Curriculum requires in physical education at KS1 and KS2



Department for Education

Key stage 1

Pupils should be taught to:

- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key Stage 1

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- 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
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Stage 2

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:

- 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.

Swimming



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Key Assessment Criteria

A year 1 sports person	A year 2 sports person	A year 3 sports person
<u>Games</u> • I can throw underarm. • I can hit a ball with a bat. • I can move and stop safely. • I can throw and catch with both hands. • I can throw and kick in different ways. <u>Gymnastics</u> • I can make my body curled, tense, stretched and relaxed. • I can control my body when travelling and balancing. • I can copy sequences and repeat them. • I can roll, curl, travel and balance in different ways. <u>Dance</u> • I can move to music. • I can copy dance moves. • I can perform my own dance moves. • I can make up a short dance. • I can move safely in a space. <u>General</u> • I can copy actions. • I can repeat actions and skills. • I can move with control and care. • I can use equipment safely.	<u>Games</u> • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can use one tactic in a game. • I can follow rules. <u>Gymnastics</u> • I can plan and perform a sequence of movements. • I can improve my sequence based on feedback. • I can think of more than one way to create a sequence which follows some 'rules'. • I can work on my own and with a partner. <u>Dance</u> • I can change rhythm, speed, level and direction in my dance. • I can dance with control and coordination. • I can make a sequence by linking sections together. • I can use dance to show a mood or feeling. <u>General</u> • I can copy and remember actions. • I can talk about what is different from what I did and what someone else did.	<u>Games</u> • I can throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. <u>Gymnastics</u> • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. • I can compare and contrast gymnastic sequences. <u>Dance</u> • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group. • I can repeat, remember and perform phrases. <u>Athletics</u> • I can run at fast, medium and slow speeds; changing speed and direction. • I can take part in a relay, remembering when to run and what to do. <u>Outdoor and adventurous</u> • I can follow a map in a familiar context. • I can use clues to follow a route. • I can follow a route safely.



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A year 4 sports person	A year 5 sports person	A year 6 sports person
<u>Games</u> • I can catch with one hand. • I can throw and catch accurately. • I can hit a ball accurately with control. • I can keep possession of the ball. • I can vary tactics and adapt skills depending on what is happening in a game. <u>Gymnastics</u> • I can work in a controlled way. • I can include change of speed and direction. • I can include a range of shapes. • I can work with a partner to create, repeat and improve a sequence with at least three phases. <u>Dance</u> • I can take the lead when working with a partner or group. • I can use dance to communicate an idea. <u>Athletics</u> • I can run over a long distance. • I can sprint over a short distance. • I can throw in different ways. • I can hit a target. • I can jump in different ways. <u>Outdoor and adventurous</u> • I can follow a map in a (more demanding) familiar context. • I can follow a route within a time limit.	<u>Games</u> • I can gain possession by working a team. • I can pass in different ways. • I can use forehand and backhand with a racket. • I can field. • I can choose a tactic for defending and attacking. • I can use a number of techniques to pass, dribble and shoot. <u>Gymnastics</u> • I can make complex extended sequences. • I can combine action, balance and shape. • I can perform consistently to different audiences. <u>Dance</u> • I can compose my own dances in a creative way. • I can perform to an accompaniment. • My dance shows clarity, fluency, accuracy and consistency. <u>Athletics</u> • I can controlled when taking off and landing. • I can throw with accuracy. • I can combine running and jumping. <u>Outdoor and adventurous</u> • I can follow a map in an unknown location. • I can use clues and a compass to navigate a route. • I can change my route to overcome a problem. • I can use new information to change my route.	<u>Games</u> • I can play to agreed rules. • I can explain rules. • I can umpire. • I can make a team and communicate plan. • I can lead others in a game situation. <u>Gymnastics</u> • I can combine my own work with that of others. • I can link sequences to specific timings. <u>Dance</u> • I can develop sequences in a specific style. • I can choose my own music and style. <u>Athletics</u> • I can demonstrate stamina. <u>Outdoor and adventurous</u> • I can plan a route and a series of clues for someone else. • I can plan with others taking account of safety and danger.