

## Long Term Curriculum Plan: 2019-20



### Colour Key

<b>Athletics</b>	<b>Dance</b>	<b>Games</b>	<b>Gymnastics</b>	<b>Invasion Games</b>	<b>Net and Wall Games</b>	<b>Outdoor and Adventure</b>	<b>Striking and Fielding</b>	<b>Swimming</b>
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	See Nursery PE Document	See Nursery PE Document	See Nursery PE Document	See Nursery PE Document	See Nursery PE Document	See Nursery PE Document
<b>Reception 1</b>	<b>Dance Animals- Mini Beasts</b>	<b>Beanbag Skills (Invasion)</b>	<b>Gym- Balance</b>	<b>Bats and Balls at the circus (Net Games)</b>	<b>Fun with Quoits and Cones (Athletics)</b>	<b>Fun Games with friends (Outdoor Adventure)</b>

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Learning Outcomes:</b>	<p>Able to demonstrate two dimensional shapes.</p> <p>Able to demonstrate scuttling actions.</p> <p>Able to move with floaty and fluttery dynamics.</p> <p>Able to move in the space using forwards, backwards and sideways actions.</p> <p>Able to develop relationships- away, towards and around partner.</p>	<p>To be able to balance a beanbag on various body parts.</p> <p>To be able to move the beanbag with good control.</p> <p>To be able to throw a beanbag at a target.</p> <p>To recognise key body parts.</p> <p>To be able to take turns with a partner.</p>	<p>Know how to use a variety of equipment and resources.</p> <p>To balance on one foot.</p> <p>To perform static balances.</p> <p>Understand how to listen and follow instructions.</p> <p>To hold their body still on different bases.</p>	<p>To show control and balance in basic movement.</p> <p>To show spatial awareness during running and chasing games.</p> <p>To run around and over objects, demonstrating control and balance.</p> <p>To become familiar with the names of different types of equipment.</p> <p>To hit or push an object towards a stationary target.</p>	<p>To develop appropriate running technique.</p> <p>To jump over different sized obstacles.</p> <p>To throw towards a set target.</p> <p>To completely catch a ball or beanbag.</p> <p>To name some healthy foods (fruit and veg).</p>	<p>Develop fundamental movement skills.</p> <p>To work within a small group.</p> <p>Participate in cooperative physical activities.</p> <p>Participate in competitive physical activities.</p> <p>Develop simple tactics.</p>
<b>Reception 2</b>	<b>Dance Animals- Mini Beasts</b>	<b>Beanbag Skills (Invasion)</b>	<b>Gym- Balance</b>	<b>Bats and Balls at the circus (Net Games)</b>	<b>Fun with Quoits and Cones (Athletics)</b>	<b>Fun Games with friends (Outdoor Adventure)</b>

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Learning Outcomes</b>	<p>Able to demonstrate two dimensional shapes.</p> <p>Able to demonstrate scuttling actions.</p> <p>Able to move with floaty and fluttery dynamics.</p> <p>Able to move in the space using forwards, backwards and sideway actions.</p> <p>Able to develop relationships- away, towards and around partner.</p>	<p>To be able to balance a beanbag on various body parts.</p> <p>To be able to move the beanbag with good control.</p> <p>To be able to throw a beanbag at a target.</p> <p>To recognise key body parts.</p> <p>To be able to take turns with a partner.</p>	<p>Know how to use a variety of equipment and resources.</p> <p>To balance on one foot.</p> <p>To perform static balances.</p> <p>Understand how to listen and follow instructions.</p> <p>To hold their body still on different bases.</p>	<p>To show control and balance in basic movement.</p> <p>To show spatial awareness during running and chasing games.</p> <p>To run around and over objects, demonstrating control and balance.</p> <p>To become familiar with the names of different types of equipment.</p> <p>To hit or push an object towards a stationary target.</p>	<p>To develop appropriate running technique.</p> <p>To jump over different sized obstacles.</p> <p>To throw towards a set target.</p> <p>To completely catch a ball or beanbag.</p> <p>To name some healthy foods (fruit and veg).</p>	<p>Develop fundamental movement skills.</p> <p>To work within a small group.</p> <p>Participate in cooperative physical activities.</p> <p>Participate in competitive physical activities.</p> <p>Develop simple tactics.</p>
<b>Year 1G</b>	<b>Throwing and Catching (Invasion Games)</b>	<b>Partner Games (Strike and Field)</b>	<b>Gym – Balance and Agility</b>	<b>Dance Animals - Jungle</b>	<b>Balance and Control (Net Games)</b>	<b>Running and Jumping (Athletics)</b>
<b>Learning Outcomes</b>	<p>To work collaboratively with a partner.</p>	<p>To work collaboratively with a partner.</p> <p>To use a range of small equipment.</p>	<p>Show an awareness of personal and general space.</p>	<p>Able to demonstrate large and expansive shapes.</p> <p>Able to demonstrate swinging actions with the arms.</p>	<p>To aim and strike an object towards a set target.</p> <p>To balance a ball on a racket with control.</p>	<p>To consolidate appropriate running technique.</p>

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To use a range of small equipment.</p> <p>To throw to a partner with developing accuracy.</p> <p>To be able to 'mirror' a partner's movements.</p> <p>To be able to listen and observe.</p>	<p>To throw to a partner with developing accuracy.</p> <p>To be able to mirror a partner's movements.</p> <p>To be able to listen and observe.</p>	<p>To move with some confidence, imagination and safety.</p> <p>To travel using 'caterpillar', 'monkey' &amp; 'crab' walk.</p> <p>To travel in 'crawling soldier' position.</p> <p>Discuss safety when using apparatus.</p>	<p>Able to demonstrate heavy and strong dynamics.</p> <p>Able to perform in slow motion.</p> <p>Able to develop relationships- canon.</p>	<p>To recognise and begin to use space in games.</p> <p>To attempt to strike a ball over and beyond a target.</p> <p>To attempt to 'set' a ball in the air repetitively (Volleyball)</p>	<p>To jump with control and balance on landing.</p> <p>To jump whilst travelling.</p> <p>To throw towards a stationary target.</p> <p>To know what the term healthy eating means.</p>
<b>Year 1S</b>	<b>Throwing and Catching (Invasion)</b>	<b>Partner Games (Strike and Field)</b>	<b>Gym – Balance and Agility</b>	<b>Dance Animals - Jungle</b>	<b>Balance and Control (Net Games)</b>	<b>Running and Jumping (Athletics)</b>
<b>Learning Outcomes</b>	<p>To be able to throw a ball/beanbag with accuracy.</p> <p>To be able to show an awareness of space.</p> <p>To be able to catch a ball/beanbag with some control.</p>	<p>To work collaboratively with a partner.</p> <p>To use a range of small equipment.</p> <p>To throw to a partner with developing accuracy.</p> <p>To be able to mirror a partner's movements.</p>	<p>Show an awareness of personal and general space.</p> <p>To move with some confidence, imagination and safety.</p> <p>To travel using 'caterpillar', 'monkey' &amp; 'crab' walk.</p>	<p>Able to demonstrate large and expansive shapes.</p> <p>Able to demonstrate swinging actions with the arms.</p> <p>Able to demonstrate heavy and strong dynamics.</p> <p>Able to perform in slow motion.</p>	<p>To aim and strike an object towards a set target.</p> <p>To balance a ball on a racket with control.</p> <p>To recognise and begin to use space in games.</p> <p>To attempt to strike a ball over and beyond a target.</p>	<p>To consolidate appropriate running technique.</p> <p>To jump with control and balance on landing.</p> <p>To jump whilst travelling.</p>

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To observe, describe and copy what others are doing.</p> <p>To work collaboratively with a partner.</p>	To be able to listen and observe.	<p>To travel in 'crawling soldier' position.</p> <p>Discuss safety when using apparatus.</p>	Able to develop relationships- canon.	To attempt to 'set' a ball in the air repetitively (Volleyball)	<p>To throw towards a stationary target.</p> <p>To know what the term healthy eating means.</p>

Year 2D	Sending and Receiving (Invasion Games)	Dance Animals - Dangerous	Gym- Balance and Co-ordination	Rule Making (Outdoor Adventure)	Movements (Athletics)	Striking for accuracy (Net Games)
<b>Learning Outcomes</b>	<p>To begin to aim towards a given target.</p> <p>To accurately pass and receive a range of balls.</p> <p>To further increase their understanding of space.</p> <p>To pass a ball using different parts of the body.</p>	<p>Able to create shapes to represent dangerous animals.</p> <p>Able to demonstrate clawing tiger actions.</p> <p>Able to move demonstrating fierce dynamics.</p> <p>Able to use the space to create an entrance.</p> <p>Able to develop relationships- action and reaction in George and the Dragon Fight.</p>	<p>Travel, showing change of speed and direction.</p> <p>Develop body awareness through varying body balances.</p> <p>To perform 'Teddy bear' &amp; 'Pencil' rolls.</p> <p>To adopt the positions 'happy cat' &amp; 'angry cat'.</p>	<p>To continually develop fundamental skills.</p> <p>To take part in competitive activities.</p> <p>To begin to work as a team.</p> <p>To further develop thinking and creativity.</p>	<p>To run in a coordinated and fluent way over obstacles.</p> <p>Develop awareness of distance and weight.</p> <p>To throw a range of different throwing implements.</p> <p>Developing awareness of distance and height.</p>	<p>To aim, strike &amp; follow through towards a target.</p> <p>To hit an object with varying power using a racket.</p> <p>To be able to hit a ball or object towards a partner.</p> <p>To explore a badminton racket and shuttlecock.</p>

	To receive a ball using different parts of the body.		Create, remember and perform simple movement sequences.	To create different rules for games.	To hit a ball off a tee.	To attempt a 'forearm' or 'bump' pass (Volleyball).
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<b>Year 2A</b>	<b>Sending and Receiving (Invasion Games)</b>	<b>Dance Animals - Dangerous</b>	<b>Gym- Balance and Co-ordination</b>	<b>Rule Making (Outdoor Adventure)</b>	<b>Movements (Athletics)</b>	<b>Striking for accuracy (Net Games)</b>
<b>Learning Outcomes</b>	<p>To begin to aim towards a given target.</p> <p>To accurately pass and receive a range of balls.</p> <p>To further increase their understanding of space.</p> <p>To pass a ball using different parts of the body.</p> <p>To receive a ball using different parts of the body.</p>	<p>Able to create shapes to represent dangerous animals.</p> <p>Able to demonstrate clawing tiger actions.</p> <p>Able to move demonstrating fierce dynamics.</p> <p>Able to use the space to create an entrance.</p> <p>Able to develop relationships- action and reaction in George and the Dragon Fight.</p>	<p>Travel, showing change of speed and direction.</p> <p>Develop body awareness through varying body balances.</p> <p>To perform 'Teddy bear' &amp; 'Pencil' rolls.</p> <p>To adopt the positions 'happy cat' &amp; 'angry cat'.</p> <p>Create, remember and perform simple movement sequences.</p>	<p>To continually develop fundamental skills.</p> <p>To take part in competitive activities.</p> <p>To begin to work as a team.</p> <p>To further develop thinking and creativity.</p> <p>To create different rules for games.</p>	<p>To run in a coordinated and fluent way over obstacles.</p> <p>Develop awareness of distance and weight.</p> <p>To throw a range of different throwing implements.</p> <p>Developing awareness of distance and height.</p> <p>To hit a ball off a tee.</p>	<p>To aim, strike &amp; follow through towards a target.</p> <p>To hit an object with varying power using a racket.</p> <p>To be able to hit a ball or object towards a partner.</p> <p>To explore a badminton racket and shuttlecock.</p> <p>To attempt a 'forearm' or 'bump' pass (Volleyball).</p>

Year 3C	Dance Science – Magnets	Over the Net (Net Games)	Gym- Symmetrical Shape	Dribbling to Invade (Invasion – hockey and football)	Being an Athlete (Athletics)	Swimming
<b>Learning Outcomes</b>	<p>Able to demonstrate force and tension dynamics.</p> <p>Able to demonstrate connecting body part actions.</p> <p>Able to develop relationships- away/towards.</p> <p>Able to develop relationships- contact work.</p> <p>Able to show acceleration in speed.</p>	<p>.To identify &amp; describe some rules of tennis &amp; badminton.</p> <p>To consolidate the underarm serve technique.</p> <p>To explore forehand hitting.</p> <p>To move towards a ball or object before striking it.</p> <p>To explore the 'serve' technique (volleyball/badminton).</p>	<p>To build strength through pushing and pulling motions.</p> <p>To perform with developing symmetry.</p> <p>To use a change of direction in between jumps.</p> <p>To copy and add to a shape.</p> <p>To find different ways to exit and enter apparatus.</p>	<p>Develop their dribbling skills with a stick and/or a ball.</p> <p>To use space within the pitch area.</p> <p>To develop knowledge of attacking whilst invading.</p> <p>To consolidate dribbling with a football.</p> <p>To attempt to keep possession whilst dribbling.</p>	<p>To attempt to throw a shot put using the rotation technique.</p> <p>To consolidate different throwing techniques.</p> <p>To attempt a javelin, throw with correct technique.</p> <p>To be able to pass and receive a relay baton.</p> <p>Continually develop awareness of distance.</p>	<p>To perform correct front crawl arm action.</p> <p>To perform correct front crawl leg action.</p> <p>To breath correctly with face in and out of water.</p> <p>To demonstrate 'Push &amp; Glide'.</p> <p>Discuss safe self-rescue.</p>

Year 4R	Dance Style - Charleston	Passing and Moving (Invasion-Netball and Basketball)	Gym- Perfecting sequencing 'The Water Cycle'	Swimming	Returning (Net Games- Tennis and Volleyball)	Record Breaking (Athletics)
<b>Learning Outcomes</b>	<p>Able to express cheeky and over the top dynamics.</p> <p>Able to demonstrate physical skill – flexed wrists.</p> <p>Able to demonstrate Charleston technique – footwork patterns.</p> <p>Able to demonstrate relationships - mirroring.</p> <p>Able to demonstrate contrasting levels in still positions.</p>	<p>To know when to move within a game.</p> <p>To know when to pass during a game.</p> <p>Show an awareness of space and know how to use it in games.</p> <p>To travel using change of direction and speed easily.</p> <p>Describe what happens to their bodies when warming up.</p>	<p>To develop and demonstrate balance within a routine.</p> <p>To know what 'canon' means and how to use it.</p> <p>To know what 'unison' means and how to use it.</p> <p>Identify what makes a performance effective.</p> <p>Suggest improvements based on information.</p>	<p>To perform correct back crawl arm action.</p> <p>To perform correct back crawl leg action.</p> <p>To regulate breathing.</p> <p>To evaluate their own performance.</p> <p>Discuss safe self-rescue</p>	<p>To develop reaction time and agility.</p> <p>To explore backhand hitting.</p> <p>To attempt an overhand serve in tennis.</p> <p>To develop knowledge of returning and rallying.</p> <p>To attempt to 'spike in volleyball'.</p>	<p>To jump for height &amp; distance.</p> <p>To explore different body positions in flight.</p> <p>To jump hurdles with developing technique.</p> <p>To communicate clearly with partners &amp; team mates.</p> <p>To locate some of the major muscles in the body.</p>

Year 4D	Dance Style - Charleston	Passing and Moving (Invasion-Netball and Basketball)	Gym- Perfecting sequencing 'The Water Cycle'	Returning (Net Games- Tennis and Volleyball)	Swimming	Record Breaking (Athletics)
<b>Learning Outcomes</b>	<p>Able to express cheeky and over the top dynamics.</p> <p>Able to demonstrate physical skill – flexed wrists.</p> <p>Able to demonstrate Charleston technique – footwork patterns.</p> <p>Able to demonstrate relationships - mirroring.</p> <p>Able to demonstrate contrasting levels in still positions.</p>	<p>To know when to move within a game.</p> <p>To know when to pass during a game.</p> <p>Show an awareness of space and know how to use it in games.</p> <p>To travel using change of direction and speed easily.</p> <p>Describe what happens to their bodies when warming up.</p>	<p>To develop and demonstrate balance within a routine.</p> <p>To know what 'canon' means and how to use it.</p> <p>To know what 'unison' means and how to use it.</p> <p>Identify what makes a performance effective.</p> <p>Suggest improvements based on information.</p>	<p>To develop reaction time and agility.</p> <p>To explore backhand hitting.</p> <p>To attempt an overhand serve in tennis.</p> <p>To develop knowledge of returning and rallying.</p> <p>To attempt to 'spike in volleyball'.</p>	<p>To perform correct back crawl arm action.</p> <p>To perform correct back crawl leg action.</p> <p>To regulate breathing.</p> <p>To evaluate their own performance.</p> <p>Discuss safe self-rescue</p>	<p>To jump for height &amp; distance.</p> <p>To explore different body positions in flight.</p> <p>To jump hurdles with developing technique.</p> <p>To communicate clearly with partners &amp; team mates.</p> <p>To locate some of the major muscles in the body.</p>

Year 5Barr	Dance Style – Rock n Roll	Swimming	Leadership (Outdoor Adventure)	Exploring, Striking and Fielding (Rounders/Cricket)	Gym – Abstract Angles	Olympic Training (Athletics)
<b>Learning Outcomes</b>	<p>Able to express energetic dynamics.</p> <p>Able to demonstrate physical skill – extension through the limbs.</p> <p>Able to demonstrate Rock n' Roll technique – Hand jive and flicks.</p> <p>Able to demonstrate relationships - contact work.</p> <p>Able to execute lifts safely and competently.</p>	<p>To perform correct breast stroke arm action.</p> <p>To perform correct breast stroke leg action.</p> <p>To perform correct breathing technique to breaststroke.</p> <p>To evaluate &amp; compare techniques.</p> <p>Discuss safe self-rescue.</p>	<p>Develop communication through speaking &amp; listening.</p> <p>Work as a group to overcome a challenge.</p> <p>Learn some different ways of tying knots.</p> <p>Take part in competitive orienteering activities.</p> <p>Plan a short loop course for a partner or group.</p>	<p>To explore the use of space during games.</p> <p>Choose appropriate positioning when fielding.</p> <p>To strike a ball/object using both hands and feet.</p> <p>To retrieve, intercept and stop a ball when fielding.</p> <p>To develop the range and consistency of their skills.</p>		<p>To develop knowledge of the triple jump technique.</p> <p>To begin a sprint in the crouching position.</p> <p>To throw a discus with developing technique.</p> <p>Develop the basic skills for acceleration.</p> <p>To develop knowledge of how to gain and maintain fitness.</p>

Year 5Benz	Dance Style – Rock n Roll	Leadership (Outdoor Adventure)	Swimming	Exploring, Striking and Fielding (Rounders/Cricket)	Gym – Abstract Angles	Olympic Training (Athletics)
<b>Learning Outcomes</b>	<p>Able to express energetic dynamics.</p> <p>Able to demonstrate physical skill – extension through the limbs.</p> <p>Able to demonstrate Rock n' Roll technique – Hand jive and flicks.</p> <p>Able to demonstrate relationships - contact work.</p> <p>Able to execute lifts safely and competently.</p>	<p>Develop communication through speaking &amp; listening.</p> <p>Work as a group to overcome a challenge.</p> <p>Learn some different ways of tying knots.</p> <p>Take part in competitive orienteering activities.</p> <p>Plan a short loop course for a partner or group.</p>	<p>To perform correct breast stroke arm action.</p> <p>To perform correct breast stroke leg action.</p> <p>To perform correct breathing technique to breaststroke.</p> <p>To evaluate &amp; compare techniques.</p> <p>Discuss safe self-rescue.</p>	<p>To explore the use of space during games.</p> <p>Choose appropriate positioning when fielding.</p> <p>To strike a ball/object using both hands and feet.</p> <p>To retrieve, intercept and stop a ball when fielding.</p> <p>To develop the range and consistency of their skills.</p>		<p>To develop knowledge of the triple jump technique.</p> <p>To begin a sprint in the crouching position.</p> <p>To throw a discus with developing technique.</p> <p>Develop the basic skills for acceleration.</p> <p>To develop knowledge of how to gain and maintain fitness.</p>

Year 6D	Striking and Fielding – Teamwork	Dance History – WW2	Gym – Complex Sequences 'Mountains)	Net Games for Points (Net Games)	Invasion to Score- (Hockey and Football)	Going for Gold (Athletics)
	<p>To field as a collaborative team unit.</p> <p>To strike a ball or object 'cleanly' using different equipment.</p> <p>To retrieve, intercept and stop a ball when fielding.</p> <p>To strike a ball or object using both sides of the body.</p> <p>Recognise their own and other's strengths.</p>	<p>Able to move with a range of dynamics to express different emotions.</p> <p>Able to execute jitterbug actions.</p> <p>Able to develop relationships- leading and following.</p> <p>Able to demonstrate unison as a group.</p> <p>Able to demonstrate and create shapes representing unity.</p>	<p>Move supporting body parts further away from each other.</p> <p>Hold and receive body weight.</p> <p>Stretch, extend and elevate unused body parts.</p> <p>To develop the use of counter balance.</p> <p>To use small points to create a spin.</p>	<p>To develop aerobic fitness.</p> <p>To develop overall volleyball skills: set, forearm, serve &amp; spike.</p> <p>To develop overall badminton skills: serve and smash.</p> <p>To develop overall tennis skills: fore/backhand, service and lob.</p> <p>To play competitively and evaluate performance.</p>	<p>To develop teamwork.</p> <p>To further develop knowledge of defending.</p> <p>To dribble a ball with control and fluency using foot or hockey stick.</p> <p>To further develop knowledge of attacking.</p> <p>To strike a ball or object towards a target or goal with power and accuracy.</p>	<p>To develop the technique in order to race walk.</p> <p>Learn to measure &amp; record performance.</p> <p>To train the body to run for a longer duration.</p> <p>To sustain pace over longer distances.</p> <p>To choose appropriate techniques for specific events.</p>