

Cowick Long term Plan (PE) 2015 – 2016

Reception Curriculum Map for Physical Education						
	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	7 Weeks	7 Weeks	6 Weeks	5 Weeks	7 Weeks	7 Weeks
	Gym activities	Dance: Animals	Games activities	Games activities	Athletic activities	Athletic activities
Year R	1 - Finding and using space	1 - to explore movement ideas and respond imaginatively to a range of stimuli	1 - Circle games - to be confident and safe in the spaces used to play games	1 - All skills - explore and use skills, actions and ideas individually and in combination to suit the game they are playing	1 - Throwing - to use their bodies and equipment with greater control and coordination	1 - Throwing - to use their bodies and equipment with greater control and coordination
	2 - Travelling over mats and hoops	2 - to move confidently and safely in their own and general space, using changes of speed, level and direction	2 - confident and safe in the spaces used to play games and listen to instructions	2 - All skills - explore and use skills, actions and ideas individually and in combination to suit the game they are playing	2 - Throwing practice - to remember, repeat and link combinations of actions	2 - Throwing practice - to remember, repeat and link combinations of actions
	3 - Travelling with a partner	3 - to talk about dance inspired by the movements of animals	3 - Balancing beanbag - explore and use skills to suit the game they are playing	3 - Further ball skills - to choose and use skills effectively for particular games	3 - Running - to choose skills and equipment to help them meet the challenges they are set	3 - Running - to choose skills and equipment to help them meet the challenges they are set
	4 - Travelling over mats and benches	4 - to perform movement phrases using a range of body actions and bod	4 - Beanbags skills - explore and use skills, actions and ideas individually and in combination to suit the game they are playing	4 - Ball games to choose and use skills effectively for particular games	4 - Running - to choose skills and equipment to help them meet the challenges they are set	4 - Running - to choose skills and equipment to help them meet the challenges they are set
	5 - More partner work	5 - to revise what has been learned in the previous four lessons and complete the dance	5 - Beanbags skills - explore and use skills, actions and ideas individually and in combination to suit the game they are playing	5 - Further ball skills - to choose and use skills effectively for particular games	5 - Jumping - to remember, repeat and link combinations of actions	5 - Jumping - to remember, repeat and link combinations of actions
	6 - Body shapes	6 & 7 - to compose and link movement phrases to make simple dances with clear beginnings, middles and ends	6 - Quoit skills - explore and use skills, actions and ideas individually and in combination to suit the game they are playing		6 - Jumping - to remember, repeat and link combinations of actions	6 - Jumping - to remember, repeat and link combinations of actions
	7 - Making a sequence					

## Key Stage 1 Curriculum Map for Physical Education

	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	7 Weeks	7 Weeks	6 Weeks	5 Weeks	7 Weeks	7 Weeks
<b>Year 1&amp;2</b>	<b>Gymnastic activities</b>	<b>Dance: Animals and weather</b>	<b>Games activities</b>	<b>Games activities</b>	<b>Striking and fielding games</b>	<b>Athletic activities</b>
	<p>1&amp;2 - Travelling in a space to remember - repeat and link combinations of gymnastic actions</p> <p>3 - Travelling and still shapes - to choose, use and vary compositional ideas in the sequences they create and perform</p> <p>4 - Keep your balance! - to remember, repeat and link combinations of gymnastic actions</p> <p>5 - Travelling and balancing - to remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>6 - Forward rolls how - to do a forward roll</p> <p>7&amp;8 - Simple sequences - to choose, use and vary simple compositional ideas in the sequences they create and perform</p>	<p>1. to explore movement ideas and respond imaginatively to a range of stimuli</p> <p>2. to move confidently and safely in their own and general space, using changes of speed, level and direction</p> <p>3. to talk about dance inspired by the movements of animals</p> <p>4. to perform movement phrases using a range of body actions and bod</p> <p>5. to revise what has been learned in the previous four lessons and complete the dance</p> <p>6 &amp; 7. to compose and link movement phrases to make simple dances with clear beginnings, middles and ends</p>	<p>1 - Circle games - to be confident and safe in the spaces used to play games</p> <p>2&amp;3 - Stuck in the mud! - to improve the way they coordinate and control their bodies (2 weeks)</p> <p>4 - Catch! - to improve the way they coordinate and control their bodies and a range of equipment</p> <p>5&amp;6 - Racket skills - to improve the way they coordinate and control their bodies and a range of equipment and to recognise good quality in performance (2weeks)</p>	<p>1&amp;2 - Feeding and fielding - to improve the way they coordinate and control their bodies and a range of equipment (2 weeks)</p> <p>2&amp;3 - Attacking and defending - to improve the way they coordinate and control their bodies and a range of equipment and to choose, use and vary simple tactics (2 weeks)</p> <p>4&amp;5 - Football skills - to improve the way they coordinate and control their bodies and a range of equipment and to remember, repeat and link combinations of skills (2wweks)</p>	<p>1 - to develop the accuracy of their throwing and catching skills.</p> <p>2 - to develop the accuracy of their throwing skills at targets. 3 - to consolidate and develop the range and consistency of their skills in fielding games.</p> <p>4 - to consolidate and develop the range and consistency of their skills in striking and fielding games</p> <p>5 - to choose and use simple tactics and strategies</p> <p>6 - to consolidate and develop the range and consistency of their skills in striking and fielding games</p> <p>7 - to choose and use a range of simple tactics and strategies</p>	<p>1 - Throwing - to use their bodies and equipment with greater control and coordination</p> <p>2 - Throwing practice - to remember, repeat and link combinations of actions</p> <p>3&amp;4 - Running - to choose skills and equipment to help them meet the challenges they are set</p> <p>5 - Running - to choose skills and equipment to help them meet the challenges they are set</p> <p>6 - Jumping - to remember, repeat and link combinations of actions</p> <p>7 - Jumping - to remember, repeat and link combinations of actions</p>

## Long Term Curriculum Map for Physical Education

	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	7 Weeks	7 Weeks	6 Weeks	5 Weeks	7 Weeks	7 Weeks
Year 3&4	Football	Gym activities	Bench Ball	Striking games	Tennis	Athletics
	<p>1 - Can you dribble it? - how to dribble and stop a football</p> <p>2 - Passing and receiving - to develop the range and consistency of their passing and receiving skills</p> <p>to use rules and adapt tactics</p> <p>3 - Creating space - to develop the range and consistency of their football skills</p> <p>4&amp;5 - Attacking skills - to develop their attacking and defending skills</p> <p>to find space and help each other</p> <p>6 &amp; 7 - Playing games - to play in a team and help each other</p> <p>to recognise when speed, strength and stamina are important in games</p>	<p>1 - Partner balances - to develop the range of actions, body shapes and balances they include in a performance</p> <p>to create sequences that meet set conditions</p> <p>2 - Rolling - to develop and refine a range of rolling skills</p> <p>to perform rolls more accurately and consistently</p> <p>3&amp;4 - Mirroring and matching - to develop the range of body shapes, balances and methods of travel</p> <p>to perform skills and actions more accurately and consistently</p> <p>5 - Balancing on apparatus - to perform different combinations of balances on different apparatus, and link them together</p> <p>6 - Developing sequences - to create sequences that meet set conditions, and perform linking movements more smoothly</p>	<p>1 - to use good throwing and catching techniques</p> <p>2 - to use what they have learned to improve the quality of their throwing and catching and to concentrate on control and accuracy when throwing, catching and dribbling the ball</p> <p>3 - to consolidate and improve the quality of their throwing and catching techniques and their ability to link movements</p> <p>4 - to work as a team in relay-style games</p> <p>5 - to consolidate and improve the quality of their throwing and catching techniques and their ability to link movements and to use passing, receiving and dribbling skills in game situations</p>	<p>1 - Catching skills - to develop the accuracy of their throwing and catching skills</p> <p>2 - Throwing accurately - to develop the accuracy of their throwing skills at targets</p> <p>3 - Fielding skills - to consolidate and develop the range and consistency of their skills in fielding games</p> <p>4 - Batting skills -to consolidate and develop the range and consistency of their skills in striking and fielding games</p> <p>5 - Playing games - to consolidate and develop the range and consistency of their skills in striking and fielding games</p>	<p>1 - Bouncing and catching - to develop the accuracy of their throwing and catching skills</p> <p>to choose and use a range of simple tactics and strategies</p> <p>2 &amp; 3 - Racket skills - how to feed a ball accurately to their partner</p> <p>how to hold a racket so that they can hit a ball accurately</p> <p>4 &amp; 5 - King of the court - to consolidate and develop the range and consistency of their skills in net games</p> <p>to choose and use a range of simple tactics and strategies</p> <p>6 - Playing net games - to consolidate and develop the range and consistency of their skills in net games</p> <p>to keep, adapt and make rules for net games</p>	<p>1 - Running styles -to experiment with different running styles to improve the quality of their running techniques</p> <p>2 - Throwing accurately - to consolidate and improve the accuracy of their throwing techniques</p> <p>3 - Distance throwing - how to throw overarm with a run-up</p> <p>4 - Basic jumping styles - to consolidate and improve the quality, range and consistency of the techniques they use for jumping and hopping challenges</p> <p>to develop their ability to choose and use simple tactics in different situations</p> <p>5 - to develop their ability to choose and use simple tactics and strategies to improve the distance they can jump</p> <p>6&amp;7 - Relays - to consolidate and improve the quality and consistency of their running techniques</p>

## Long Term Curriculum Map for Physical Education

	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	7 Weeks	7 Weeks	6 Weeks	5 Weeks	7 Weeks	7 Weeks
	Football	Dodge ball	Hockey	Kwikk Cricket	Netball	Athletics
Year 5&6	<p>1 - Football skills - to develop their dribbling skills with a football</p> <p>to practise a range of techniques for changing direction in football</p> <p>to combine skills fluently and effectively in tasks</p> <p>2&amp;3 - Passing and receiving - to become more accurate with passing and receiving skills</p> <p>to perform skills more fluently and effectively in games</p> <p>4&amp;5 - Passing and shooting - to choose, combine and perform skills more fluently and effectively in games</p> <p>to develop some techniques for attacking and defending</p> <p>6 - Attacking skills - to choose, combine and perform skills more fluently and effectively in a mini version of football strategies for attacking as part of a team.</p> <p>6 &amp; 7 - Games - to play invasion games effectively as part of a team</p>	<p>1 - Shapes and balances - to perform actions, body shapes and balances accurately and consistently</p> <p>to create sequences that meet set conditions</p> <p>2 - Symmetry and asymmetry - about symmetrical and asymmetrical body shapes</p> <p>to choose shapes, balances and linking movements that they can include in a sequence</p> <p>4 - Developing sequences - to adapt their sequences to new situations</p> <p>to apply their own compositional ideas to the sequences they create</p> <p>5 - Counter-balances - to perform counterbalances and incorporate them into their sequences</p> <p>to choose and apply basic compositional ideas to the sequences they create</p> <p>6 &amp; 7 - Canon and unison - to perform movements in canon and unison and incorporate them into their sequences</p> <p>to make use of changes in speed, level and direction in their work and apply their own compositional ideas to the sequences they create</p>	<p>1 - Show children how to hold a hockey stick (both hands on the stick at all times). If right handed, right hand halfway down stick and left hand at the top (opposite if left handed).</p> <p>2 - start to learn various skills and turns whilst on the dribble, trying to do them at pace. Use the skills and turns to beat an oncoming defender. Look at pace, finding space and change of direction</p> <p>3 - dribble past a defender finding enough space to get a shot away under pressure, hitting across the goal with power</p> <p>4 - make targets smaller, apply pressure from defender or look at team activities e.g. pairs work, so they have to make choices of when to pass or dribble</p> <p>5 - teams that are defending try to turn defence into attack. Becomes more like a game situation</p> <p>6 - referee their own matches with little or no supervision. Understand positions and give them the chance to play in all of them to understand the various roles</p>	<p>1 - Catching skills - to develop the accuracy and consistency of their underarm throwing and catching skills.</p> <p>2 - Bowling - to develop the range and consistency of their bowling skills</p> <p>to use strategies to help them complete challenges accurately</p> <p>3 - Batting - to develop their batting skills in cricket</p> <p>to use and adapt rules to play games that improve their batting, bowling and fielding skills</p> <p>about the basic principles of batting and fielding</p> <p>to work together and take turns in different roles.</p> <p>4 - Fielding - to develop the range and consistency of their fielding skills</p> <p>to play fielding games, using their knowledge of the basic principles of fielding</p> <p>to choose and use a range of tactics and strategies when fielding.</p> <p>5 - Cricket - to develop the range and consistency of their skills in striking and fielding games</p> <p>to use and adapt rules, using their knowledge of the basic principles of batting and fielding.</p>	<p>1 - Passing skills - to practise the chest pass in netball</p> <p>to perform skills more fluently and effectively in games</p> <p>to understand and apply basic strategic and tactical principles for attack</p> <p>2 - Understanding footwork - how to apply footwork skills to the game of netball</p> <p>to combine and perform skills more fluently and effectively in games</p> <p>to develop techniques for attacking and defending</p> <p>3 - Creating space - to choose, combine and perform skills more fluently and effectively in games</p> <p>to understand and apply a range of tactics and strategies for defence and attack</p> <p>to develop a broader range of techniques for attacking and defending</p> <p>4 - Marking/ defending - to develop a broader range of techniques for attacking and defending</p> <p>to choose, combine and perform skills more fluently and effectively in games</p> <p>to understand and apply a range of tactics and strategies for defence and attack</p> <p>5&amp;6 - Game play and positions - to choose, combine and perform skills fluently and effectively in games of high five netball</p>	<p>1 - Running styles - to experiment with different running styles</p> <p>to develop the consistency of their running techniques</p> <p>to choose appropriate techniques for specific events</p> <p>2 - Throwing accurately - to develop the accuracy and consistency of their overarm throwing</p> <p>to increase the number of techniques they use for throwing</p> <p>3 - Javelin - to develop techniques for basic discus throwing</p> <p>to improve the consistency of their actions</p> <p>to choose and use appropriate techniques for the discus event</p> <p>4 - Long jump - to develop the consistency of their actions in the long jump</p> <p>to increase the number of techniques they use for jumping</p> <p>5 &amp; 6- High jump and triple jump - to develop the consistency of their actions in jumping events</p> <p>to increase the number of techniques they use for jumping</p> <p>to choose appropriate techniques for specific events</p> <p>7 - Relays - to develop the consistency of their running action in relay events</p> <p>to increase the number of techniques they use</p> <p>to choose and use appropriate techniques for specific events</p>