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| **NC Aims**The national curriculum for physical education aims to ensure that all pupils: * develop competence to excel in a broad range of physical activities
* are physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lives
 | **Key stage 1**Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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 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.

*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.* |

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|  | Basildon CE PrimaryPE Long term Plan 2021- 2022 |
|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** |  | Personal skills –Coordination | Personal skills –Static Balance (one leg standing) | Social skills –Dynamic Balance to AgilityStatic Balance (seated) | Cognitive skills – Dynamic balanceStatic balance(small base) | Creative skills – Coordination (ball skills)Counter balance in pairs | Applying physical skills – Coordination with equipmentAgility (reaction and response) |
|  | *Physical activities and games are drawn from a range of cultures and their commonalities and differences are explored.* |  |  |  |  |  |
| **KS1** | **PE coach**  | Invasion Games- Team work*Diversity focus (sports and games from around the world)* | Invasion Games- Movement and rules | Net Wall Games | Net Wall Games | Striking FieldingFundamental skills | Striking Fieldingfundamental skills |
|  | Gymnastics | Dance - *diversity focus*  | Dance or gym*OR diversity focus - sports or games from around the world.*  | Tennis  | Kwik Cricket - rules of game | Athletics |
| **Lower KS2** | **PE coach**  | Football | rugby | netball | Hockey | Kwik Cricket  | Athletics |
|  | Dance *- diversity focus* | Cross countryInside – dodgeball?  | Gymnastics | Tennis | OAA  | RoundersSwimming Y4*Physical activities and games are drawn from a range of cultures and their commonalities and differences are explored.* |
| **Upper KS2****Y5/Y6** | **PE coach**  | Football *Stereotyping and its effects in sport are explored. Pupils understand that racist name calling and abuse run counter to the principles that underlie sport.* | Rugby *Reference is made to a range of cultures in teaching about fitness, health and diet.* | Netball  *Reference is made to a range of cultures in teaching about fitness, health and diet.* | Hockey  | Kwik Cricket  | Athletics  |
|  | Dance - *diversity focus* | Cross countryInside – dodgeball?  | Gymnastics | Tennis | OAA | *Physical activities and games are drawn from a range of cultures and their commonalities and differences are explored.* |

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| Basildon CE PrimaryPE Long term Plan 2018 -2019  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS(Real PE) | Personal skills –Coordination | Personal skills –Static Balance (one leg standing) | Social skills –Dynamic Balance to AgilityStatic Balance (seated) | Cognitive skills – Dynamic balanceStatic balance(small base) | Creative skills – Coordination (ball skills)Counter balance in pairs | Applying physical skills – Coordination with equipmentAgility (reaction and response) |
| KS1 | Invasion Games- Team workGymnastics | Invasion Games- Movent and rulesDance | Net Wall GamesGymnastics | Net wall GamesDance | Striking FieldingAthletics | Striking FieldingAthletics |
| Lower KS2 | NetballHockey | RugbyCross country | FootballGymnastics | TennisDance | Kwik CricketAthletics | RoundersAthletics |
| Upper KS2 | NetballHockey | RugbyCross country | FootballGymnastics | TennisDance | Kwik CricketAthletics | RoundersAthletics |