

# Prior's Mill – PE Long Term Plan



	<i>Gymnastics Skills</i>					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Go up steps and stairs, or climb up apparatus, using alternate feet.	Travel (Bunny Hop, Caterpillar Walk, Monkey Walk, Humming Bird, Crab Walking.)	Travel (Bunny Hop, Caterpillar Walk, Monkey Walk, Humming Bird, Crab Walking.)	Travel (Bunny Hop, Caterpillar Walk, Monkey Walk, Humming Bird, Crab Walking.)	Travel (Bunny Hop, Caterpillar Walk, Monkey Walk, Humming Bird, Crab Walking.)	Travel (Bunny Hop, Caterpillar Walk, Monkey Walk, Humming Bird, Crab Walking.)	Travel (Bunny Hop, Caterpillar Walk, Monkey Walk, Humming Bird, Crab Walking.)
Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Roll (Roll on back, Teddy bear roll, egg roll, Pencil roll, Dish roll.)	Roll (Roll on back, Teddy bear roll, egg roll, Pencil roll, Dish roll.)	Roll (Roll on back, Teddy bear roll, egg roll, Pencil roll, Dish roll.)	Roll (Roll on back, Teddy bear roll, egg roll, Pencil roll, Dish roll.)	Roll (Roll on back, Teddy bear roll, egg roll, Pencil roll, Dish roll.)	Roll (Roll on back, Teddy bear roll, egg roll, Pencil roll, Dish roll.)
Use large-muscle movements to wave flags and streamers, paint and make marks.	Jump (star, cat leap, pencil, half turn, full turn). Balance independently Balance with a partner Stretch and curl in different ways Climb safely Control their body when balancing and travelling	Squat and tuck their head between their legs to perform a forward roll Perform different jumps (star, cat leap, pencil, tuck, half turn, full turn). Balance independently Balance with a partner	Squat and tuck their head between their legs to perform a forward roll Perform different jumps (star, cat leap, pencil, tuck, pike, straddle, half turn, full turn). Balance independently (holding the position)	Squat and tuck their head between their legs to perform a forward roll Squat and tuck their head in and perform a backwards roll. Perform different jumps (star, cat leap, pencil, tuck, pike, straddle, half turn, full turn).	Squat and tuck their head between their legs to perform a forward roll Squat and tuck their head in and perform a backwards roll. Perform different jumps (star, cat leap, pencil, tuck, pike, straddle, half turn, full turn).	Squat and tuck their head between their legs to perform a forward roll Squat and tuck their head in and perform a backwards roll. Perform different jumps (star, cat leap, pencil, tuck, pike, straddle, half turn, full turn).

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<p>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.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage</p>	<p>Posture and position Finishing off movements correctly Use equipment safely with consideration of others Spatial awareness</p>	<p>Twist, turn and create different shapes (with their bodies) while balancing. stretch and curl in different ways Climb safely Balance on apparatus Control their body when balancing and travelling Posture and position Finishing off movements correctly Use equipment safely and with consideration of others Spatial awareness.</p>	<p>Balancing in pairs (Holding the position) Twist, turn, stretch and curl in different ways (Flexibility) Climb safely Balance on apparatus Control their body when balancing and travelling Posture and position Finishing off movements correctly Use equipment safely and with consideration of others Spatial awareness. Work in a team to create a sequence</p>	<p>Balance independently (holding the position) Balancing in pairs (holding the position) Twist, turn, stretch and curl in different ways (Flexibility) Climb safely Balance on apparatus Control their body when balancing and travelling Posture and position Finishing off movements correctly Use equipment safely and with consideration of others</p>	<p>Balance independently (holding the position) Balance on hands to perform a head stand (with partners support) Balance on hands to perform a hand stand (with partners support) Balancing in pairs To hold a balance Twist, turn, stretch and curl in different ways (Flexibility) Climb safely Balance on apparatus Control their body when</p>	<p>Balance independently (holding the position) Balance on hands to perform a head stand (with partners support) Balance on hands to perform a hand stand (with partners support) Balancing in pairs To hold a balance Twist, turn, stretch and curl in different ways (Flexibility) Climb safely Balance on apparatus Control their body when</p>
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<p>successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range</p>			<p>Adapt a sequence to include different levels</p> <p>Show increasing control when performing</p> <p>Compare and contrast sequences (similarities and differences)</p> <p>Show support of teammates.</p>	<p>Work in a team to create a sequence</p> <p>Adapt a sequence to include different levels and speeds</p> <p>Show increasing control and accuracy when performing</p> <p>Compare and contrast sequences (similarities and differences)</p> <p>Show awareness of space and use it tactically</p> <p>Create longer sequences that show fluency and creativity</p>	<p>balancing and travelling</p> <p>Posture and position</p> <p>Finishing off movements correctly</p> <p>Use equipment safely and with consideration of others</p> <p>Work in a team to create a sequence</p> <p>Adapt a sequence to include different levels, speed and directions</p> <p>Show increasing control, accuracy and fluency when performing</p> <p>Compare and contrast sequences (similarities</p>	<p>balancing and travelling</p> <p>Posture and position</p> <p>Finishing off movements correctly</p> <p>Use equipment safely and with consideration of others</p> <p>Work in a team to create a sequence</p> <p>Adapt a sequence to include different levels, speed and directions</p> <p>Show increasing control, accuracy and fluency when performing</p> <p>Compare and contrast sequences (similarities</p>
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<p>of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>					<p>and differences) Show awareness of space and use it tactically. Create longer sequences that show fluency and creativity Create and repeat longer sequences with extension, clear body shape and changes in direction. Show improved coordination in sequences.</p>	<p>and differences) Show awareness of space and use it tactically. Create longer sequences that show fluency and creativity Create and repeat longer sequences with extension, clear body shape and changes in direction. Show improved coordination in sequences. Use specific timings Smooth transitions Planned starting and finishing points</p>
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	<i>Dance Skills</i>					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	<p>Identify the rhythm of different pieces of music (clap, tap, stamp).</p> <p>Travel in different ways (walk, run, sidestep, skip, hop, crawl).</p> <p>Show coordination in dance moves.</p> <p>Use different body parts.</p> <p>Copy and repeat at least three actions and skills.</p>	<p>Identify the rhythm of different pieces of music (clap, tap, stamp).</p> <p>Confidently travel in different ways (walk, run, sidestep, skip, hop, crawl).</p> <p>Change rhythm, speed, level and direction.</p> <p>Show coordination in dance moves.</p> <p>Use different body parts.</p> <p>Copy and repeat at multiple actions and skills.</p> <p>Copy and repeat complex</p>	<p>Identify the rhythm of different pieces of music.</p> <p>Confidently travel in different ways (walk, run, sidestep, skip, hop, crawl).</p> <p>Copy and repeat complex movements to music</p> <p>Show coordination in dance moves.</p> <p>Use different body parts.</p> <p>Improvise freely to the rhythm of the music</p> <p>Change rhythm, speed, level and direction when dancing (using</p>	<p>Identify the rhythm of different pieces of music.</p> <p>Confidently travel in different ways (walk, run, sidestep, skip, hop, crawl).</p> <p>Copy and repeat complex movements to music (30 seconds long)</p> <p>Show coordination in dance moves.</p> <p>Use different body parts.</p> <p>Improvise freely to the rhythm of the music</p> <p>develop improvisations of own movements.</p>	<p>Identify the rhythm of different pieces of music.</p> <p>Confidently travel in different ways (walk, run, sidestep, skip, hop, crawl).</p> <p>Copy and repeat complex movements to music (45 seconds long)</p> <p>Show coordination in dance moves.</p> <p>Use different body parts with agility and confidence</p> <p>Improvise freely to the rhythm of the music</p> <p>develop improvisations</p>	<p>Identify the rhythm of different pieces of music.</p> <p>Confidently travel in different ways (walk, run, sidestep, skip, hop, crawl).</p> <p>Copy and repeat complex movements to music (1 minute long)</p> <p>Show coordination in dance moves.</p> <p>Use different body parts with agility and confidence</p> <p>Improvise freely to the rhythm of the music</p> <p>develop improvisations</p>

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		<p>actions to music. Explore and perform a simple routine with control and coordination.</p>	<p>own movements). Develop possession and control skills when using a range of equipment (balls, flags, hoops). Work with a partner to create a sequence including a beginning, middle and end. Perform a sequence with greater control and coordination.</p>	<p>Change rhythm, speed, level and direction when dancing (using own movements). Develop possession and control skills when using a range of equipment (balls, flags, hoops). Work with a partner to create a sequence including a beginning, middle and end. (30 seconds long) Dance with fluency and creativity. Perform a sequence with greater control and</p>	<p>of own movements. express themselves in a particular style of dance. Change rhythm, speed, level and direction when dancing (using own movements). Develop possession and control skills when using a range of equipment (balls, flags, hoops). Work with a small group to choreograph a sequence including a beginning, middle and end (45 seconds long). Dance with</p>	<p>of own movements. express themselves in a particular style of dance. Change rhythm, speed, level and direction when dancing (using own movements). Develop possession and control skills when using a range of equipment (balls, flags, hoops). Work with a small group to choreograph a sequence including a beginning, middle and end (1 minute long).</p>
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				<p>coordination. Evaluate and refine sequences and dances. Show awareness of space and use it tactically.</p>	<p>fluency and creativity. Perform a sequence with greater control and coordination. Evaluate and refine sequences and dances. Show awareness of space and use it tactically.</p>	<p>Link sequences and dances to specific timings (1 minute of a song). Explore dance and movement ideas imaginatively including actions, dynamics, space and relationships. Dance with fluency and creativity. Perform a sequence with greater control and coordination. Evaluate and refine sequences and dances. Show awareness of space and use it tactically. Develop and compose/extend</p>
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						<i>choreography independently, adding own creativity and style. Perform independently with fluency and confidence.</i>
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	<i>Games Skills/Striking Fielding</i>					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Develop the overall body strength,</p>	<p>Kick different sized balls to a partner at a short distance.</p> <p>Kick a ball to a partner at longer distances.</p> <p>Kick a ball at a range of distances.</p> <p>Stop/trap a ball using hands and feet.</p> <p>Use hitting, kicking, throwing and rolling techniques with a ball.</p> <p>Kick a ball into a target from a short distance.</p> <p>Kick a ball into a target from a longer distance.</p>	<p>Move different sized balls using the inside of your feet.</p> <p>Stop a ball using the soul of your feet.</p> <p>Travel with a ball in different directions.</p> <p>Dribble a ball in and out of a set of obstacles (using inside foot).</p> <p>Move the ball with control.</p> <p>Kick different sized balls to a partner at a short distance.</p> <p>Kick a ball to a partner at longer distances (up to 4m).</p>	<p>Be able to hit a moving object with the palm of hand</p> <p>Be able to hit a moving object with the back of hand</p> <p>Be able to position/tilt hand to make the ball move in a certain direction (hitting at the side/tilting upwards, straight or towards the ground)</p> <p>Be able to hold a racket accurately (appropriate to the game)</p> <p>Be able to hit an object with</p>	<p>Be able to throw an object with overarm throw.</p> <p>Be able to throw an object underarm.</p> <p>Be able to catch an object with a two-handed catch.</p> <p>Be able to catch an object with one hand.</p> <p>Be able to catch an object at a distance.</p> <p>Be able to hold a racket/bat accurately (appropriate to the game)</p> <p>Be able to hit an object with different sized rackets with some control</p>	<p>Be able to hit an object with the palm of hand</p> <p>Be able to hit an object with the back of hand</p> <p>Be able to hit an object with base of your forearm (bump)</p> <p>Be able to volley an object.</p> <p>Be able to Spike/hit an object.</p> <p>Be able to hold a racket/bat accurately with control (appropriate to the game)</p> <p>Be able to balance an</p>	<p>Be able to hold a ball accurately while moving.</p> <p>Be able to hold a racket/bat/stick accurately with control (appropriate to the game)</p> <p>To throw a ball laterally across the body.</p> <p>To throw a ball backwards in different directions.</p> <p>To throw a ball backwards at difference speeds.</p> <p>Be able to transport an object to a</p>

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<p>co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Kick a ball with some accuracy Hold a racket (handshake grasp) accurately. Balance a ball on a racket (various sized balls) Bounce a ball on a racket. (various sized balls) Hit a ball with a racket. (various sized balls) Display a variety of running skills/pace depending on activity. Follow the rules and play small, simple games.</p>	<p>Kick a ball at a range of distances. Kick a ball into a target from a short distance. Kick a ball into a target from a longer distance (up to 4m). Learn to defend by stopping the ball passing you. Use hitting, kicking, throwing and rolling techniques with a ball. Dodge obstacles while moving with a ball. Display a variety of running skills/pace depending on activity. Follow rules</p>	<p>different sized rackets Be able to position/tilt the racket in order to hit the ball in a certain direction (upwards, straight, down) Be able to hit the appropriate sized ball to partner Be able to hit the appropriate sized ball to a partner at different distances. Show awareness of space and use it to support teammates. Apply running skills in a competitive situation. Follow rules and cooperate</p>	<p>Be able to position/tilt the racket in order to hit the ball in a certain direction (upwards, straight, down) Be able to hit the appropriate sized ball to partner Be able to hit the appropriate sized ball to a partner at different distances. Show awareness of space and use it to support teammates. Apply running skills in a competitive situation. Use tactics for attacking and defending. Follow rules</p>	<p>object on a racket. Be able to bounce an object on a racket. Be able to hit an object with the appropriate racket with control Be able to use forehand and backhand hits with a racket. Be able to position/tilt the racket in order to hit the ball in a certain direction (upwards, straight, down) Be able to control the speed and direction of a ball. Be able to hit the appropriate</p>	<p>target Be able to dodge between opponents. Be able to travel with an object using the appropriate tool (hockey stick) with control. Be able to position/tilt/curl the stick in order to move the ball in a certain direction (forwards, backwards, sideways). Be able to hit/drive an object with the correct technique. Be able to control the speed and direction of</p>
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		and cooperate in simple games.	in simple games. Build teamwork skills	and cooperate in simple games. Build teamwork skills	sized ball to partner Be able to hit the appropriate sized ball to a partner at different distances. Show awareness of space and use it to support teammates. Apply running skills in a competitive situation. Use tactics for attacking and defending. Build teamwork skills	a ball. Be able to hit/pass the appropriate sized ball to partner. Be able to hit/pass the appropriate sized ball to a partner at different distances. Show awareness of space and use it to support teammates. Apply running skills in a competitive situation. Use tactics for attacking and defending. Explain and follow complicated rules
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						<p>(eg. rules of games; passing rules). Make team decisions and communicate a plan based on how the game is going.</p>
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