



Weaverthorpe C.E. Primary School

P.E. Long Term Plan
PE assessment/recording sheet
PE Assessment Grids

'Through physical Education we aim to enable pupils to develop coordination, strength, stamina and skillfulness and to promote spatial awareness, intelligent reactions to situations and appreciation of physical excellence. We believe that it should lead to a sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.'

Weaverthorpe C.E. Primary School P.E. Policy

Term Can be taught in any appropriate order	Main objectives	Theme KS 1/EYFS	Theme KS2	Suggested activities N.B. All sessions should have: a warm-up, skills and activities, extension work/mini games/games and a cool down.	
1a	<p>Acquiring and developing skills Selecting and applying skills, tactics and compositional Ideas Evaluating and improving performance Knowledge and understanding of fitness and health Imaginative/creative game making Developing team skills – cooperation and communication</p>	<p>Throwing and Catching Games: skill building/</p>	<p>Rugby/Handball</p>	<p>Pass and receive with hands in a variety of ways using different apparatus Push, throw, catch (two hands/one hand, bean bag, small/large ball; high/low ball). Kick, rolling, sliding (ball or bean bag), stopping, roll run and stop. Under arm/over arm. Throw a ball into the air let it bounce then catch. Bounce at different speeds/heights, forwards, sideways, backwards</p>	<p>Tag rugby skills/games; Dodging Skills; Play Bull Dogs-taggers, catchers; Bull Dodge-static defenders, dodge around; running with ball (two hands out front), place down to score a try. Tagging skills. Tagging games e.g. Rabbit and Hare, Bulldogs (See: www.primaryresources.co.uk/pe/docs/ja_tag_rugby.doc;) Passing and catching, pairs; pass behind; increase speed in running and passing. (See ideas: www.tes.com/teaching-resource/tag-rugby-6301636)</p>
1b	<p>Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas Evaluating and improving performance Knowledge and understanding of fitness and health Imaginative/creative game making Developing team skills – cooperation and communication</p>	<p>Net and Wall Games: Bat and ball skills: Focus: Hand-eye co-ordination</p>	<p>Hockey/Football Striking/ fielding Defence/attack Interception/possession Tracking the ball</p>	<p>Dribble, kick, push, pass/send, receive with feet/hockey stick with increasing control; sequence passing, pass and move/signal to receive; keep possession; partner work</p>	<p>Cooperative and competitive games with increasing formulations (e.g. 2 v 1, 3 v 2, 4 v 4); build experience of all roles and positions Catching – high, low, bouncing, direct, to one side; Fielding – towards, attacking, chase to field, support another fielder Throwing – distance, speed, accuracy; Pushing and dribbling, kicking, controlling Safe tackling, shielding, receiving on the move Defence – marking/interception; strategies to outwit opposition</p>
2a	<p>Acquiring and developing skills Selecting and applying skills, tactics and compositional Ideas Evaluating and improving performance Knowledge and understanding of fitness and health Imaginative/creative game making Developing team skills – cooperation and communication; understanding of principles</p>	<p>Invasion Games: Focus: Teamwork, spatial awareness, passing.</p>	<p>Netball/Basketball /tennis</p>	<p>Bean bag work; using a ball-rolling, receiving, patting, bouncing, throwing, catching, steering, aiming, kicking dribbling (See p.29 Val Sabin ‘Primary Games’ 4-7 for basic skills list.)</p>	<p>Vigorous warm ups develop spatial awareness. Accuracy-feeding and throwing skills – high/low, quick/slow; develop mobility and tactical awareness; striking skills with bats and racquets Move, receive, pivot, pass; move, receive, travel with</p>

2b	<p>Acquiring and developing skills Selecting and applying skills, tactics and compositional Ideas Evaluating and improving performance Knowledge and understanding of fitness and health Imaginative/creative game making Developing team/individual skills – cooperation and communication</p>	<p>Striking and Fielding Games Athletics</p>	<p>Athletics Rounders</p>	<p>Quoits, bean bags, hoops. High and low ball skills; hoops, targets; Running, skipping without then with a rope Accuracy of striking and redirecting the ball (See p.28 Val Sabin 'Primary Games 4-7 Years.)</p>	<p>Bat and ball skills- self feed, partner feed, cooperative hitting/rally; aiming at targets and oppositional spaces; quick/slow throwing, under arm/over arm. High/low; bowling techniques Partner work throwing/striking-develop to small skills-based, cooperative games to 4/5 a side games; full sided games Fielding – towards, attacking, chase to field, support another fielder Throwing – distance, speed, accuracy; Bowler, wicket keeper, batter, fielder</p>
3a	<p>Acquiring and developing skills Selecting and applying skills, tactics and compositional Ideas Evaluating and improving performance Knowledge and understanding of fitness and health Imaginative/creative sequence/composition making</p>	<p>Dance Gymnastics Coordination, control</p>	<p>Dance Gymnastics Coordination, control</p>	<p>Outside agency Creative movement to themes/books/music choice. Body control -stretching/reaching; elongation, make your body small; encourage 'good quality movement'; travelling, pathways, directions, using space, under/over, through, balancing, climbing; Use equipment – small and large; Skipping ropes, quoits, hoops, bean bags Crawl, slide, jump, leap, turn, hop, roll, slide (see ideas: www.tes.com/teaching-resource/gymnastics-lesson-plan-cards-6451789)</p>	
3b	<p>Acquiring and developing skills Selecting and applying skills, tactics and compositional Ideas Evaluating and improving performance Knowledge and understanding of fitness and health</p>	<p>Swimming Outdoor adventurous/ map skills</p>	<p>Swimming Orienteering</p>	<p>Outside agency Confidence in water; development of breast stroke /back stroke/front crawl/diving as appropriate Development of stamina, swimming widths then lengths; develop speed</p>	

PE assessment/recording sheet

		Beginning/early skills	Developing (By Y2)	Developing further	Higher level skills (by Y6)	Exceeding	
Acquiring and developing skills		Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with coordination and control	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	
	Dance	Follow the leader – jumps, hops, skips	Can link several movements together with control and co-ordination	Improvise freely with a partner translating ideas from stimuli to movement.	Respond to a variety of stimuli showing a range of actions performed with control and fluency	Perform a variety of dance styles with accuracy and consistency	
	Games	Throw and catch a ball with a partner	Pass a ball accurately to a partner over a variety of distances	Travel whilst bouncing a ball showing control	Travel with a ball showing changes of speed and directions using either foot or hand.	Dribble effectively around obstacles. Show precision and accuracy when sending and receiving	
	Gym	Perform basic gymnastic actions like traveling, rolling and jumping	Perform a variety of rolls with increasing control	Perform a competent forward roll, rug roll, shoulder roll	Perform a range of rolls including backwards roll consistently.	Perform a range of rolls showing different entrances and exits.	
	Swim	Swim 10-20 metres with aids, confidence in water, put faces in water	10-20 metres unaided, use arms and legs, one basic method of swimming, swim underwater confidently	25-30 metres in water unaided, co-ordination with arms and legs, use different strokes, describe how to move arms and legs together.	Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back	Swim 50-100 metres, 45-90 secs, 3 different strokes, swim on front + back, control breathing	
	OAA	Follow marked tracks in familiar environment.	Use simple plans and diagrams of familiar environments.	Use maps and diagrams to orientate themselves around a course.	Move confidently through familiar and less familiar environments, prepare self	Work confidently in changing environments, adapt quickly.	
	Athletics	Run at different speeds, jump with accuracy, use a small range of techniques	Change speed and direction, link running and jumping, throw accurately	Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups	Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well	Strength, stamina and speed when running, jumping and throwing, know rules, judge events	
Selecting and applying skills, tactics and compositional ideas		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	
	Dance	Compose and link movement phrases to make simple dances with clean beginning, middle and end.	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings	Apply basic compositional ideas to create dance which convey feelings and emotions	Create and perform dances using a range of movement patterns in response to a range of stimuli	Extend compositional skills incorporating a wider range of dance styles and forms	
	Games	Choose and use skills effectively for particular games	They vary skills and show some understanding of simple tactics	In pairs, make up a game and play a simple rallying game.	Effectively play a competitive net/wall game	Play recognized version of net game showing tactical awareness and knowledge of rules and scoring.	
	Gym	Make up simple movement phrases in response to simple tasks.	Choose, use and vary simple compositional ideas to create and perform a sequence	Plan and perform a movement sequence showing contrasts in speed, level and direction.	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions	
	Swim	Select appropriate arm and leg action to move across pool.	Choose their most confident stroke to swim across the pool.	Use their arms and legs in the correct manner for the chosen stroke.	Link the correct arm and leg movement for front and back strokes.	Show which breathing techniques to use for the particular strokes.	
	OAA	Choose which way to follow route, by self or in group	Use skills to solve a basic challenge or problem	Respond appropriately when task/environment changes, plan responses	Adapt skills and strategies as situation demands.	Devise and put into practice a range of solutions and challenges.	
	Athletics	Choose which throwing and retrieving technique to use	Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance	Choose and use throw to reach target, choose which role to play within group situation	Choose pace for running, plan and carry through an event	Adapt skills and techniques to different challenges and equipment	

Evaluating and improving performance	Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing	They can talk about differences between their own and others' performance and suggest improvements	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis.	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.
Knowledge and understanding of fitness and health	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	They can understand how to exercise and describe how their bodies feel during different activities.	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.