

# PE Long Term Plan

## Archbishop Runcie CE First School



### Vision

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with **Love and Determination**.

### Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

### Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of **Love and Determination** are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

***Be on your guard; stand firm in the faith; be courageous; be strong.***

***Do everything in love.***

1 Corinthians 16:13-14

Intent	Implementation	Impact and Next Steps
<p>We first and foremost teach within the breadth and ambition of the national Curriculum for PE which aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives</li> </ul> <p>At Archbishop Runcie, we believe that through PE, children develop key attributes such as confidence, decision making and leadership skills. Our school value of determination and school motto underpins every PE lesson. We believe sport should be celebrated and give children an opportunity to harness our school ethos and motto: “Be courageous; be strong.”</p> <p>We believe that children will experience PE in a safe, supportive environment that allows them to flourish and experience a fulfilled, healthy lifestyle (both physically and mentally).</p> <p>Beyond being physically active, knowledge of PE and sport is integral to children’s understanding of the wider world. The cultural reference points associated with sport and physical activity are part of our shared heritage and should be celebrated. Sporting icons within events such as the World Cup,</p>	<p>The PE curriculum is planned effectively and well-sequenced, as we recognise the importance of ensuring children’s self-efficacy increases because of heightened competence within PE (Ofsted Research Review, 2022).</p> <p>The PE journey begins in EYFS and KS1, where children experience a more skills-based curriculum, working on their balance, agility and coordination through apparatus and dance.</p> <p>In KS2, the lessons are more sports-focused, further developing the skills learnt in KS1 and applying them to popular sports such as tennis and hockey. This enables children to experience success in a broad range of sports and activities. KS2 also take part in swimming lessons in the Summer term.</p> <p>Children are assessed on their fundamental skills and these yearly assessments are analysed to ensure that children make progress in these key skills throughout the year. These fundamental skills ensure children have the best chances of establishing and maintaining physically active lives both across a broad range of activities (Ofsted Research Review, 2022).</p> <p>Outside of the PE lessons, children are encouraged to be active throughout the day, taking part in the daily active mile and engaging in ‘active playtimes’, where teachers lead key skills based activities on the yard.</p> <p>At Archbishop Runcie, children have the opportunity to engage in competitive sports and activities such as Gosforth Gets Going and Newcastle School Games, within our local context.</p>	<p>At Archbishop Runcie, we believe that our broad and balance PE curriculum allows children to be more confident and develop positive attitudes towards physical exercise.</p> <p>We aim to ensure that the impact of PE equips children for middle school and beyond.</p> <p>We believe that a more positive attitude towards PE, and more opportunities to succeed in sports, will close the gap created by COVID (Active Lives Children and Young People Survey report, 2021), where children were less active and enjoyment of sport was negatively impacted.</p>

<p>Wimbledon and Olympics are explored and used to demonstrate diversity within sports.</p>	<p>Staff also model and celebrate being active, wearing school-branded PE kits and sportswear to encourage a positive attitude and mindset towards physical activity.</p> <p>Staff are knowledgeable about the barriers faced within sports and gender roles are actively challenged.</p> <p>Sports week – NSB</p>	
<p><b>Key Vocabulary throughout P.E.</b></p>	<p>Finding space, warm up, cool down, right handed – left leg forwards, left handed – right leg forwards, sensible partner.</p>	
<p><b>Warm up bank:</b></p>	<p>The car game, the bean game, stretching, corners.</p> <p><b>Dance</b> – 4 in a line</p>	

<b>Nursery</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Topic Title cycle 1</b>	<b>Once upon a time</b>	<b>Dark Nights, Bright Lights</b>	<b>Long ago, Dinosaur Roar!</b>	<b>Creatures Great and Small</b>	<b>Our Wonderful World</b>	<b>We're going on a journey</b>
<b>Topic Title cycle 2</b>	<b>Once upon a time</b>	<b>Dark Nights, Bright Lights</b>	<b>Helpful Heroes</b>	<b>Animals near and far</b>	<b>Space</b>	<b>Under the sea</b>
<b>Coverage</b>	<b>Sticky Kids</b>		<b>Climbing on Apparatus</b>		<b>Athletics: Balls skills and team games</b>	
<b>Resources/equipment</b>	Sticky Kids Music and Movement CD		Apparatus: A frames at various heights Benches Ladder Tiered steps Mats Tunnel		Footballs Small Balls Bean bags Skittles Basketball hoop Nets	
<b>Skills taught</b>	To understand what a space is. To independently remove socks and shoes. To follow a set of instructions. To copy and repeat actions. To move their body freely to music when modelled by an adult.		To begin to get changed for PE with adult support. To climb up at an A-frame or ladder using alternate feet. To turn body and come down an A-frame whilst facing the A-frame. To travel through, up and over equipment. To jump and land appropriately. To walk across a bench with arms out stretch for balance. To understand how to use equipment safely.		To get changed for PE with increasing independence. To kick a football To throw a ball/beanbag at an intended target. To roll a ball at an intended target. To run at increasing speed negotiating obstacles. To begin to participate in team games, capturing team spirit and values.	
<b>Continuous</b>	Use of balance bike, scooters and trikes whilst outside in the Nursery garden. Use of balls (various sizes), stilts, balancing equipment.					
<b>Specific vocabulary to teach</b>	Space, action, run, jump, stop, stretch, gallop, tip-toe, hop, jog, walk		A-frame, ladder, tunnel, mat, safety, travel, up, over, through, under, apparatus.		Team, net, skittle, values, obstacle	
<b>Why this? Why now?</b>	Children are new to school and building a skill set of physical movements and listening skills		Progression to changing into PE clothing. Building on skills learnt in Autumn term		Building skills and values linked to sports day.	
<b>Links to Core Subjects/Progression</b>	I move freely in a range of ways, e.g. rolling, crawling, sliding, shuffling. I can run skilfully turning around obstacles and corners. I can listen to an adult when I am actively involved in an interactive adult-led activity.		I can climb low level ladders using alternate hands and feet. I can jump off an object and land appropriately. I am able to follow directions when I am not focused on another task.		I am increasingly independent with dressing. I can run smoothly with changes in speed, negotiating space successfully. I listen in larger groups when distractions are minimised.	

Reception	Autumn Term		Spring Term		Summer Term	
Topic Title	Traditional Tales	Sparkling Celebrations	Watch the world grow	All Creatures Great and Small	Our World	Preparation for Year 1
Coverage	Sticky Kids/Yoga		Climbing on Apparatus	Apparatus and Gymnastics: animals, 'Jungle Gym'	Dance and movement: African music	Athletics: Balls skills and team games
Resources/Equipment	Sticky Kids Music and Movement CD		Apparatus: A frames, benches, big apparatus Dance spots	Hoops Benches Mats Beanbags 3 tiered tables	African Music Musical Instruments	Footballs Small Balls Bean bags
Skills taught	Copy and repeat actions Change the speed of their actions. Control their body when performing a sequence of movements. Understand different ways of moving.		Travel in different ways, commenting on choice. Jumping, landing on two feet Moving under, over, through equipment. Balancing with increasing control.		Move along to music in an open space. Joins a range of different movements together. Create a short movement which demonstrates their own ideas. Perform in a small group to others.	To recognise and talk about sporting values. Running with an awareness of surrounding space and obstacles. Throwing a range of equipment (over arm and under arm) Handle balls of different size. Hit a ball with a bat. Catch a ball with two hands. Move a ball in different ways eg kicking /throwing. Play chasing team games Participate in simple games and races.
Specific vocabulary to teach	Move, Body parts, space, direction, stretch, run, skip, gallop, hop, forwards, backwards.		Travel, stretch		Beat, dancer, perform.	Rules, game, jump, run, chase, throw, underarm/overarm.
Why this? Why now?	Some children are new to school, Behavioural and PE rules and expectations to be embedded. Progression in listening skills, embedding rules for PE (warm up, cool down, understanding why exercise is needed and the effects it has on our body.		Progression from apparatus skills in Nursery	Linked to topic learning.	Linked to topic learning based on Africa	Sports Day
Links to Progression	I can listen to instructions without having to stop what I am doing. I understand and follow instructions containing words related to time such as 'before,' 'after,' 'first,' 'last' and 'later.' I can run smoothly with changes in speed, negotiating space successfully. I can get changed for P.E. with some support.		I understand and follow more complicated instructions. I listen and attend well in a busy environment even with distractions. I can jump forward a number of times without falling. I can walk easily along a narrow line or on a balance beam. I demonstrate strength, balance and coordination when using P.E. equipment. I can get dressed and undressed independently.		I understand time and sequence concepts and use terms such as first, then, last, as well as positional language. I understand how to listen carefully and why this is important. I can coordinate a sequence of movements to music. I can get dressed and undressed independently,	I can throw and catch a ball well with two hands. I can hop on one leg over longer distances. I can participate in team games showing a range of sporting values.

			keeping all of my possession in one place.	
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Year 1	Autumn Term		Spring Term		Summer Term	
Coverage	Invasion games	Dance Stimulus: Toys	Gymnastics	Net & Wall Games	Striking & fielding games	Athletics (end point Sport Day)
<b>National Curriculum Coverage (substantive knowledge)</b>	<ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities</li> <li>- participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>- develop balance, agility and co-ordination</li> <li>- perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- develop balance, agility and co-ordination</li> </ul>	master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities <ul style="list-style-type: none"> <li>- participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities</li> </ul>	
<b>Resources/Equipment</b>	<b>Skills to Play</b> Cones Bibs Multiple style of balls e.g. football, rugby ball, tennis ball etc.	Cones Music – L'orchestra cinematique	Use blue equipment up to masking tape Mats Tables Benches Cones 'A' Frames	Tennis balls Yellow sponge balls Cones Tennis rackets	Tennis balls Bean bags Cones Tennis rackets	Tennis balls Bean bags Cones Batons Tape measure Stop watches Hoops
<b>Specific vocabulary to teach</b>	Control Passing Catching Dribbling	Space Beat Movements Repeat	Tuck Pike Straddle Balance	Underarm Over Space Roll	Underarm Overarm Space Fielding	Running Jumping Throwing Accelerate
<b>Why this? Why now?</b>	Whole school theme this half term which builds on prior skills/knowledge	Hall used for nativity/stage  Whole school theme this half term which builds on prior skills/knowledge  Links to theme in History	Indoor activity in Jan (weather)  Whole school theme this half term which builds on prior skills/knowledge	Whole school theme this half term which builds on prior skills/knowledge  Weather improving- use of outside space	Whole school theme this half term which builds on prior skills/knowledge  Field dry	Sports Day- natural end point  Whole school theme this half term which builds on prior skills/knowledge  Able to use field & markings
<b>Enrichments (challenges/co-operative activities)</b>	Personal/team challenges throughout. Modified competitive opportunity at the end of the block of work.	Opportunity to perform at the end of every lesson. Opportunity to create and perform a routine at the end of the six weeks (video each group on iPad).	Opportunity to create and perform a routine at the end of the six weeks (video each group on iPad).	Personal/team challenges throughout. Modified competitive opportunity at the end of the block of work.	Personal/team challenges throughout. Modified competitive opportunity at the end of the block of work.	Sports Day – personal best opportunities.
<b>Lesson Progression</b>	Use different pieces of equipment under control.	Use extension through statues to create a dance.	Use different gymnastics shapes.	Use the 'ready' position.	Throw with accuracy.	Run quickly.

	Move in different directions.	Travel in different ways through dance.	Balance.	Send and receive a ball.	Use our overarm throw as a fielder.	Travel at different speeds.
	Select a piece of equipment and pass using a suitable technique.	Work as a group.	Travel in different ways.	Throw and catch a piece of equipment.	Strike a ball.	Jump as far as we can.
	Change the way we move depending on the defender.	Work as a group to problem solve.	Jump like a gymnast.	Throw into space to challenge our partner.	Run between wickets and bases.	Throw for accuracy and distance.
	Keep the equipment safe from defenders.	Make our dance look more interesting through levels.	Roll our bodies in different ways.	Control the ball using a tennis racket.	Travel around bases in a circle.	Compete at Sports Day (part 1).
	Work as a team.	Create a sequence.	Create a sequence.	Use ball and racket in a game.	Consolidate what we have learnt so far.	Compete at Sports Day (part 2).
<b>Ongoing Teaching</b>	FUNDS (40 mins per week) Active Mile					



Year 2	Autumn Term		Spring Term		Summer Term	
Coverage	Invasion games	Dance Stimulus: Fire	Gymnastics See Katherine's resources	Net & Wall Games	Striking & fielding games	Athletics (end point Sport Day)
<b>National Curriculum Coverage (substantive knowledge)</b>	<ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities</li> <li>- participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>- develop balance, agility and co-ordination</li> <li>- perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- develop balance, agility and co-ordination</li> </ul>	<ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities</li> <li>- participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities</li> </ul>	
<b>Specific vocabulary to teach</b>	Control Moving into space Attacking Defending	Travelling Beat Levels Repeat	Arch Dish Balance	Underarm Overarm Throwing into space	Underarm Overarm Fielding Batting Throwing into space	Running – different speeds Jumping – different heights and lengths Throwing – overarm and underarm
<b>Lesson Progression</b>	Use different pieces of equipment under control.	Use extension through statues to create a dance.	Introduce straddle, tuck and pike.	Use underarm and overarm throw.	Hold a cricket bat correctly and use it to hit a ball.	Use correct technique to jump high.
	To dribble and dodge with a ball in a game.	Travel in different ways through dance.	Understand how to balance in different ways.	Use throwing to bounce pass.	Practise a range of cricket skills.	Jump for distance.
	Use space when passing and receiving.	Work as a group to develop statues.	Land safely when jumping.	Hold a racket correctly to hit a ball.	Combine skills to play a competitive team game.	Run for distance.
	Use throwing and catching to pass and receive a ball.	Work as a group to use travel and statues.	Understand different ways to 'rock and roll'.	Hit a ball that has been thrown underarm.	Develop range of fielding techniques.	Throw for accuracy.

		Make our dance look more interesting through levels.	Create a sequence.	Practise and use a simple tactic.	Understand rules of rounders.	Practise for Sports Day.
		Create a sequence.		Hit the ball to partner.	Play game of rounders.	Compete at Sports Day (part 1). <i>Varies depending on activities.</i> Compete at Sports Day (part 2). <i>Varies depending on activities.</i>
<b>Ongoing Teaching</b>	FUNDS (40 mins per week) Active Mile					

Year 3	Autumn Term		Spring Term		Summer Term		
Coverage	Invasion games (Tag Rugby)	Dance Stimulus: Ancient Egypt	Gymnastics	Net & Wall Games (Tennis)	Striking & fielding games (cricket)	O&AA (40 min lessons)	Athletics (end point Sport Day)
	<b>Children also take part in swimming lessons in Spring/Summer term.</b>						
<b>National Curriculum Coverage (substantive knowledge)</b>	<ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- play competitive games and and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>- play competitive games and and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<ul style="list-style-type: none"> <li>- take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<b>Specific vocabulary to teach</b>	Attacking Defending Tag Rugby Pass – backwards Pass - body position sideways	Beat Repeat Dynamics Performance Creativity	Shapes Balance Points of balance Jump roll	Tennis Forehand Backhand	Fielding Batting Cricket Bowling	Teamwork Orienteering Problem solving	Running – sprinting Jumping – long jump Throwing – push throw Hurdles
<b>Lesson Progression</b>	Evade and tag opponents.	Explore a statues within a sequence.	Use different gymnastic shapes.	Understand the 'ready' position.	Develop underarm bowling accuracy.	Work effectively with others to complete a task.	Sprint effectively.
	Evade opponents while keeping control of the rugby ball.	Use travelling movements in a sequence.	Understand how to balance in different ways.	Hit the ball to keep a rally going.	Develop batting accuracy.	Follow multi-step instructions.	Run with fluency over hurdles.
	Pass the ball accurately and receive the ball safely.	Choose our own sequence for our dance. Statue, statue, travel etc.	Land safely with control and accuracy.	Understand the flight of the ball.	Develop catching and wicket-keeping.	Solve a range of problems when working with others.	Jump for distance.

	Pass the ball accurately and receive the ball safely on the move.	Use dynamics to enhance our dance.	Perform a variety of rolls.	Understand where to stand and move on the court.	Develop overarm bowling technique and accuracy.	Follow a set of directions correctly.	Learn different push throw techniques.
	Pass the ball accurately and receive the ball safely in a game situation.	Use levels to make our dance more interesting.	Understand how to create a sequence.	React to the ball and position ready for the shot.	Use a forward defensive shot in game situations.	Follow simple maps.	Compete at Sports Day (part 1). <i>Varies depending on activities.</i>
	Apply learned skills in a game of tag rugby.	Prepare and perform a dance.  Perform as part of a small group and individually to a real audience	Perform a sequence to a real audience	Keep a rally going.	Develop a variety of fielding techniques and to use them within a game.	Know what orienteering is.	Compete at Sports Day (part 2). <i>Varies depending on activities.</i>
<b>Ongoing teaching</b>	FUNDS (40 mins per week) Active Mile						

Year 4	Autumn Term		Spring Term		Summer Term		
Coverage	Invasion games (Hockey)	Dance Stimulus: Greece Contemporary	Gymnastics	Net & Wall Games (Tennis)	Striking & fielding games (Rounders)	O&AA (40 min lessons)	Athletics (end point Sport Day)
	<b>Children also take part in swimming lessons in Spring/Summer term.</b>						
<b>National Curriculum Coverage (substantive knowledge)</b>	<ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- play competitive games and and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance</li> </ul>	play competitive games and and apply basic principles suitable for attacking and defending	use running, jumping, throwing and catching in isolation and in combination	take part in outdoor and adventurous activity challenges both individually and within a team	<ul style="list-style-type: none"> <li>- develop flexibility, strength, technique, control and balance</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<b>Resources</b>	Hockey sticks Hockey balls Cones Bibs	Sequence Dynamics Levels perform	Use blue equipment to top Mats Tables Benches A frames Horse	Tennis rackets Tennis balls Cones	Tennis balls Tennis rackets Rounders bats Bases/cones Chalk (for targets)	Paper Pencils Hoops Cones Random equipment Printed off resources	Cones Tennis balls Hurdles Stop watch Frisbee
<b>Specific vocabulary to teach</b>	Attacking Defending Hockey 'Stick below the hip'			Ready position Backhand Forehand Positioning Rally	Long barrier Batting Fielding Back stop Bowling Stump	Teamwork Map Orientation	Push throw Fling throw Triple jump Constant speed
<b>Lesson Progression</b>	Dribble the ball with the hockey stick.	Create a sequence of different statues within a group.	Use different gymnastic shapes accurately.	Throw the ball underarm in different directions.	Underarm bowl with accuracy.	Communicate in different ways with our team.	Use the correct technique when running for speed.

	Pass and receive the ball.	Transition smoothly between our travelling movements.	Balance in different ways using matching and mirroring balances.	Catch the ball after one bounce.	Bat the ball.	Develop our listening skills.	Run over obstacles.
	Keep possession of the ball.	Choose our own sequence for our dance.	Jump on different levels and in different directions.	Use the tennis racket to control the ball.	Develop close catching skills to support back stop.	Orientate a map.	Increase the distance of our throw.
	Pass the ball as a team.	Use dynamics and emotions to enhance our dance.	Confidently perform a variety of rolls.	Use the forehand with accuracy.	Develop our fielding skills.	Use a map and make a route.	Use the fling and push throw.
	Defend and tackle the ball.	Use cannon or different directions to make our dance more interesting.	Confidently perform and work with a group.	Hit the ball back and forth with our partner.	Understand our role when playing rounders.	Use pictures to work out where we need to go.	Increase the distance of our jump using different combinations.
	Work as a team in a competitive game.	Prepare and perform a dance.		Play a competitive game.	Play a competitive game of rounders.	Use a satellite picture as a map.	Maintain a speed for running.
<b>Ongoing Teaching</b>	FUNDS (40 mins per week) Active Mile						