



# Long Term Plan: Physical Education

Cycle B: 2025 - 2026

PE Hub is used to support our physical education curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>Body Management</b> Explore balance and managing own body. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform movements on command.</p> <p>Football</p>	<p><b>Dance</b> Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music.</p>	<p><b>Gymnastics</b> Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.</p>	<p><b>Cooperate &amp; Solve Problems</b> Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas and question. Collect, distinguish and differentiate colour and create shape as a team.</p>	<p><b>Manipulation &amp; Coordination</b> Send a receive a variety of objects with different body parts. Work with others to control objects in a space. Coordinate body parts in a variety of activities and in different ways.</p>	<p><b>Speed Agility Travel</b> Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause and prepare.</p> <p>Athletics</p>
Year 1 & Year 2	<p><b>Games: Strike &amp; Field</b> <b>Hit Run Catch</b> Able to hit objects with hand or bat. Track and receive a rolling ball. Throw and catch a variety of balls and objects.</p> <p>Football</p>	<p><b>Dance</b> Respond to a large range of stimuli. Explore space, directions, levels and speeds and performing with different body parts.</p>	<p><b>Gymnastics</b> Use simple gymnastic actions and shapes, applying basic strength. Begin to carry basic apparatus. Recognise actions and link them.</p>	<p><b>Games: Net/Wall</b> <b>Send and Return</b> Able to send objects with increase confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.</p>	<p><b>Games: Invasion</b> <b>Attack Defend Shoot</b> Practice basic movements including running and jumping. Begin to engage in competitive activities.</p>	<p><b>Athletics</b> <b>Run Jump Throw</b> Begin to link running and jumping. Learn and refine a range of running. Develop a throwing technique to throw over longer distances.</p> <p>Athletics</p>
Year 3 & Year 4	<p><b>Games: Invasion</b> <b>Hockey</b> Play in hockey-type invasion game. Improve game-based agility. Manipulate objects, stick and ball with safety and control.</p>	<p><b>Dance</b> Practise and put together a performance. Perform using facial expressions and props.</p>	<p><b>Gymnastics</b> Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastic actions. Relate strength and flexibility to actions. Use basic compositional ideas.</p>	<p><b>Games: Invasion</b> <b>Netball</b> Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.</p>	<p><b>Games: Strike &amp; Field</b> <b>Cricket</b> Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled bat.</p>	<p><b>Games: Strike &amp; Fielding</b> <b>Rounders</b> To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skills.</p>
Year 5 & Year 6	<p><b>Games: Invasion</b> <b>Hockey</b> Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including defence. Increase power and strength of passes, moving the ball over longer distances.</p>	<p><b>Dance</b> Perform different styles of dance fluently and clearly. Refine and improve dances adapted them to include the use of space, rhythm and expression.</p>	<p><b>Gymnastics</b> Create longer, more complex sequences and adapt performances. Take a lead in a group and develop symmetry. Compare performances and judge strengths and areas for improvement.</p>	<p><b>Games: Invasion</b> <b>Netball</b> Use specific netball skills in games. Begin to play efficiently in different positions on the court in both attack and defence. Increase power and strength of passes.</p>	<p><b>Games: Strike &amp; Field</b> <b>Cricket</b> Link a range of skills used in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket.</p>	<p><b>Games: Strike &amp; Fielding</b> <b>Rounders</b> Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in a game. Recognise how some aspects of fitness apply to rounders.</p>



# Long Term Plan: Physical Education

Cycle A: 2026 - 2027

PE Hub is used to support our physical education curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>Body Management</b> Explore balance and managing own body. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform movements on command.</p>	<p><b>Dance</b> Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music.</p>	<p><b>Gymnastics</b> Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills</p>	<p><b>Cooperate &amp; Solve Problems</b> Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas and question. Collect, distinguish and differentiate colour and create shape as a team.</p>	<p><b>Manipulation &amp; Coordination</b> Send a receive a variety of objects with different body parts. Work with others to control objects in a space. Coordinate body parts in a variety of activities and in different ways.</p>	<p><b>Speed Agility Travel</b> Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause and prepare.</p>
Year 1 & Year 2	<p><b>Games: Invasion</b> <b>Attack Defend Shoot</b> Send a ball using feet and receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of passing skills e.g. dribbling and passing.</p>	<p><b>Dance</b> Describe and explain how performers can transition from shapes and balances. Move imaginatively responding to music. Work as part of a group to create and perform.</p>	<p><b>Gymnastics</b> Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence.</p>	<p><b>Games: Strike &amp; Field</b> <b>Hit Run Catch</b> To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in a game.</p>	<p><b>Games: Net/Wall</b> <b>Send and Return</b> Track the ball over the net and move towards it. Begin to hit and return a ball with some consistency. Play games sending and returning over a net.</p>	<p><b>Athletics</b> <b>Run Jump Throw</b> Improve running and jumping movements over sustained periods. Reflect on activities to make connections to healthy and active lifestyles. Jump for distance and height.</p>
	Football		Athletics			
Year 3 & Year 4	<p><b>Games: Invasion</b> <b>Tag Rugby</b> Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during game play.</p>	<p><b>Dance</b> Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.</p>	<p><b>Gymnastics</b> Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.</p>	<p><b>Outdoor Adventurous Activities</b> Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, a compass and symbols. Identify what went well and what to improve.</p>	<p><b>Games: Net/Wall</b> <b>Tennis</b> Explore forehand and backhand shots. Work to return the serve and develop positioning in gameplay.</p>	<p><b>Games: Strike &amp; Field</b> <b>Rounders</b> To develop a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders.</p>
	Football		Athletics			
Year 5 & Year 6	<p><b>Games: Invasion</b> <b>Tag Rugby</b> Use strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe and analyse good team performances.</p>	<p><b>Dance</b> Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with understanding. Using appropriate language and terminology.</p>	<p><b>Gymnastics</b> Demonstrate accuracy, consistency and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus.</p>	<p><b>Outdoor Adventurous Activities</b> Use information given by others to complete tasks collaboratively. Undertake more complex tasks. Take responsibility for a role.</p>	<p><b>Games: Net/Wall</b> <b>Tennis</b> Develop backhand shots and introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and improving tactics.</p>	<p><b>Games: Strike &amp; Fielding</b> <b>Rounders</b> Apply rounders rules consistently. Play small sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>
	Football		Athletics			



### KS2 Swimming

Beginners

Swim short distances unaided between 5 and 20 meters using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water, including submerging themselves fully in water. Enter and exit the water independently.

Intermediate

Swim over greater distances, between 10 and 20 meters with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities.

Advanced

Bring control and fluency to at least two recognised strokes. Implement good breathing technique. Attempt personal survival techniques as an individual and in a group with success. Link lengths together with turns and attempt tumble turn in isolation and during stroke.