



South Gosforth First School Reception – Physical Education Long Term Plan

Purpose of Study

At South Gosforth First School, our aim is to increase participation in high quality sport and physical activity across the school, as well as developing a positive and competitive attitude towards sport. Our lessons in P.E. will allow our children 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. We aim for each child to be determined, honest and respectful and use these values throughout school and promote them within P.E activities. We want to ensure that all children are given the opportunity to participate in high quality competitive and non-competitive sporting activities here at school-, whether that is developing a skill that they already have or trying something completely new to them. Our children have huge potential and it is our mission to ensure that they realise their talents and further develop their strengths.

At South Gosforth, the six School Games values of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork are promoted through our engagement in the School Games and Healthy Active Lifestyle festivals as well as being part of every lesson.

Aims

In line with the National Curriculum for PE it is our aim 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.





Autumn 1	Introduction to P.E	
Character Culture Creativity Challenge	Prior Learning To begin to negotiate space safely with consideration for myself and others.	
	Key Learning Intentions To demonstrate balance. To make independent choices. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To play co-operatively and take turns with others. To use movement skills with developing balance and co-ordination.	
	Overview of Knowledge In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.	Key Vocabulary avoid backwards forwards freeze safe sideways space stop partner
	Overview of Skills Problem Solving: Children will learn to make simple decisions in response to a task. Navigational Skills: Children will learn that moving into space away from others and leaving a gap when following a path will help to keep them safe. Communication: Children will learn that talking with a partner will help them to solve challenges e.g. 'let's go to the green hoop next'. Reflection: Children will begin to identify when they are successful. Rules: Children will learn that rules help to keep us safe.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Theme: witches and wizards To move safely and sensibly in a space with consideration of others.	Games Following instructions Sharing equipment
	Theme: pirates To develop moving safely and stopping with control.	Games Following instructions Sharing equipment
	Theme: mythical creatures To use equipment safely and responsibly.	Games Following instructions Sharing equipment
	Theme: to the castle	Games Following instructions



	To use different travelling actions whilst following a path.	Sharing equipment
	Theme: superheroes To work with others co-operatively and play as a group.	Games Following instructions Sharing equipment
	Theme: monsters To follow, copy and lead a partner.	Games Following instructions Sharing equipment
	Healthy Participation Encourage children to move safely, with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit develops agility, balance, co-ordination, speed and stamina. If children enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	

Autumn 2	Fundamentals
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Character Culture Creativity Challenge	Prior Learning Introduction to PE.	
	Key Learning Intentions To be confident to try new challenges. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To play co-operatively, take turns and encourage others. To play games honestly with consideration of the rules. To use movement skills with developing balance and co-ordination when playing games.	
	Overview of Knowledge In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	Key Vocabulary balance bend direction hop jump land run safe space stop travel
	Overview of Skills Running: Children will learn to use big steps to run and small steps to stop. They will also learn that moving into space away from others helps to keep them safe. Balancing: Children will learn to hold their arms out to help them to balance. Jumping: Children will learn that bending their knees will help them to land safely. Hopping: Children will learn that to hop they will use one foot. Skipping: Children will learn that if they hop then step that will help them to use skipping as a travelling action.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Theme: body parts To develop balancing whilst stationary and on the move.	Games Following instructions Sharing equipment
	Theme: feelings: To develop running and stopping.	Games Following instructions Sharing equipment
	Theme: our senses To develop changing direction.	Games Following instructions Sharing equipment
	Theme: ways we look after ourselves To develop jumping and landing.	Games Following instructions Sharing equipment



	Theme: my favourite things to develop hopping and landing with control.	Games Following instructions Sharing equipment
	Theme: it's good to be me To explore different ways to travel.	Games Following instructions Sharing equipment
	Healthy Participation Encourage children to move safely, with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit develops agility, balance, co-ordination, speed and stamina. If children enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Spring 1	Gymnastics	
Character Culture Creativity Challenge	Prior Learning To begin to use movement skills with balance, strength and coordination.	
	Key Learning Intentions To be confident to try new challenges. To combine movements, selecting actions in response to the task and apparatus. To confidently and safely use a range of large and small apparatus. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To use movement skills with developing strength, balance and co-ordination showing increasing control and grace. To work co-operatively with others and take turns.	
	Overview of Knowledge In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing	Key Vocabulary balance bend copy hold jump land rock roll shape squeeze straight still star
	Overview of Skills Shapes: will learn to make different shapes with their body. Balances: Children will learn to be still when holding a balance. Rolls: Children will learn to change their body shape to help them to roll. Jumps: Children will learn that bending their knees will help them to land safely. Strategy: Children will learn that counting to five when holding a shape or balance will allow people to see it clearly.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Theme: rainforest animals To copy and create shapes with your body.	Games Following instructions Sharing equipment
	Theme: woodland animals To be able to create shapes whilst on apparatus.	Games Following instructions Sharing equipment
	Theme: Lakeland animals To develop balancing and taking weight on different body parts.	Games Following instructions Sharing equipment
	Theme: desert animals: to develop jumping and landing safely.	Games Following instructions



		Sharing equipment
	Theme: sea animals To develop rocking and rolling.	Games Following instructions Sharing equipment
	Theme: pet animals To copy and create short sequences by linking actions together.	Games Following instructions Sharing equipment
	Healthy Participation Pupils should be bare foot for this unit of work	
	Assessment End of unit assessment.	



Spring 2	Games	
Character Culture Creativity Challenge	Prior Learning Fundamental Skills.	
	Key Learning Intentions To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To play co-operatively, take turns and encourage others. To play games honestly with consideration of the rules. To show an understanding of my feelings and can regulate my behaviour. To use ball skills with developing competence and accuracy. To use movement skills with developing balance and co-ordination.	
	Overview of Knowledge In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Key Vocabulary catch caught jog rules run safe safely score space stop team throw turn
	Overview of Skills Running: Children will learn to use big steps to run and small steps to stop. Throwing: Children will learn to point their hand at their target when throwing. Catching: Children will learn to watch the ball and have hands out ready to catch. Tactics: Children will learn to make simple decisions in response to a task. Rules: Children will learn that rules help them to stay safe.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Theme: Cars To work safely and develop running and stopping.	Games Following instructions Sharing equipment
	Theme: aeroplanes To develop throwing and learn how to keep score.	Games Following instructions Sharing equipment
	Theme: cyclists To play games showing an understanding of the different roles within it.	Games Following instructions Sharing equipment
	Theme: buses To follow instructions and move safely when playing tagging games.	Games Following instructions Sharing equipment



	Theme: boats To work co-operatively and learn to take turns.	Games Following instructions Sharing equipment
	Theme: trains To work with others to play team game	Games Following instructions Sharing equipment
	Healthy Participation Encourage children to move safely, with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit develops agility, balance, co-ordination, speed and stamina. If children enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Summer 1	Dance	
Character Culture Creativity Challenge	Prior Learning To begin to use travelling movements, shapes and balances.	
	Key Learning Intentions To be confident to try new challenges and to perform in front of others. To combine movements fluently, selecting actions in response to the task. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To show respect towards others when providing feedback. To use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	
	Overview of Knowledge In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	Key Vocabulary bend count high low shake space twist move direction action
	Overview of Skills Actions: Children will learn that they can move their bodies in different ways to create interesting actions. Dynamics: Children will learn that they can change the action to show an idea. Space: Children will learn that if they move into space it will help to keep themselves and others safe. Performance: Children will learn that when watching others, they should sit quietly and clap at the end. Strategy: Children will learn that if they use lots of space, it will help to make their dance look interesting.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Theme: head, shoulders, knees and toes To explore different body parts and how they move.	Games Following instructions Sharing equipment
	Theme: head, shoulders, knees and toes To explore different body parts and how they move and remember and repeat actions.	Games Following instructions Sharing equipment
	Theme: transport To express and communicate ideas through movement exploring directions and levels.	Games Following instructions Sharing equipment



	Theme: transport To create movements and adapt and perform simple dance patterns.	Games Following instructions Sharing equipment
	Theme: morning routine To copy and repeat actions showing confidence and imagination.	Games Following instructions Sharing equipment
	Theme: my journey to school To move with control and co-ordination, linking, copying and repeating actions.	Games Following instructions Sharing equipment
	Healthy Participation Children should be bare foot for dance. It is also good practice for teachers to do this. Ensure children always work in their own safe space when working independently, base stations can support this. This unit will develop balance, co-ordination, flexibility and stamina. If children enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Summer 2	Ball Skills	
Character Culture Creativity Challenge	Prior Learning Fundamental skills – rolling and receiving a ball.	
	Key Learning Intentions To make independent choices. To negotiate space safely with consideration for myself and others. To persevere when trying new challenges. To play ball games with consideration of the rules. To play co-operatively and take turns with others. To use ball skills with developing competence and accuracy.	
	Overview of Knowledge In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	Key Vocabulary bounce catch dribble hit kick points roll run safely score space target throw
	Overview of Skills Sending: Children will learn to look at the target when sending a ball. Catching: Children will learn to have hands out ready to catch. Tracking: Children will learn to watch the ball as it comes towards them and scoop it up with two hands. Dribbling: Children will learn that keeping the ball close will help with control.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Theme: beetles To develop rolling a ball to a target.	Games Following instructions Sharing equipment
	Theme: busy bees To develop stopping a rolling ball.	Games Following instructions Sharing equipment
	Theme: ladybirds and butterflies To develop accuracy when throwing to a target.	Games Following instructions Sharing equipment
	Theme: grasshoppers To develop bouncing and catching a ball.	Games Following instructions Sharing equipment



	Theme: caterpillars To develop dribbling a ball with your feet.	Games Following instructions Sharing equipment
	Theme: spiders To develop kicking a ball.	Games Following instructions Sharing equipment
	Healthy Participation Encourage children to move safely, with control. Promote a good awareness of others and items in the teaching space. Ensure children wait to take turns when instructed and that all equipment is stored safely when not in use. This unit develops agility, balance, co-ordination, speed and stamina. If children enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	