

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	<u>Fundamental movement skills</u>	<u>Move with Max</u> Into the woods	<u>Move with Max</u> Up in Space	<u>Move with Max</u> Jack and the incredibly mean stalk	<u>Move with Max</u> Under the sea	<u>Fundamental movement skills</u>
Year 1	<u>Games</u> Target Ten point hoop <u>(outside)</u> <u>Games</u> Target Rolla ball <u>(outside)</u>	<u>Games</u> Invasion Skittles <u>(outside)</u> <u>Gymnastics</u> Assessing Level 1-2 / Balancing Act (Durham) (To be performed)	<u>Dance</u> What's So Funny? (Durham)  <u>Games</u> Invasion Three Touch Ball (Adapted) <u>(outside)</u>	<u>Games</u> Kick Rounders Beanbag Throw (Durham) <u>(outside)</u> <u>Games</u> Net/wall Mini-Tennis	<u>Games</u> Target Boundary Line (Durham) <u>(outside)</u> <u>Dance</u> Themes and Dreams (Durham) (To be performed at the end of the performance)	<u>OAA</u> Where are we going? Gone Fishing (Durham) <u>(outside)</u> <u>Athletics</u> Furthest Five Colour Match Off, up and Away (Durham) <u>(outside)</u>
Year 2	<u>Games</u> Invasion Skittles <u>(outside)</u> <u>Gymnastics</u> Assessing Level 1-2 / Balancing Act (Durham) (To be performed)	<u>Games</u> Target Ten point hoop <u>(outside)</u> <u>Games</u> Target Rolla ball <u>(outside)</u>	<u>Games</u> Kick Rounders Beanbag Throw (Durham) <u>(outside)</u> <u>Games</u> Net/wall Mini-Tennis	<u>Dance</u> What's So Funny? (Durham)  <u>Games</u> Invasion Three Touch Ball (Adapted) <u>(outside)</u>	<u>OAA</u> Where are we going? Gone Fishing (Durham) <u>(outside)</u> <u>Athletics</u> Furthest Five Colour Match Off, up and Away (Durham) <u>(outside)</u>	<u>Games</u> Target Boundary Line (Durham) <u>(outside)</u> <u>Dance</u> Themes and Dreams (Durham) (To be performed at the end of the performance)
Year 3	<u>Games</u> Target Basketball <u>(outside)</u> <u>Games</u> Striking and fielding Runners (Durham)	<u>Games</u> Invasion End zone (Durham) <u>(outside)</u> <u>Gymnastics</u> Assessing Level $\frac{3}{4}$ Partner Work (Durham) (To be performed)	<u>Dance</u> What's So Funny?/ Children's interests Assessing level 3/4 (Durham)  <u>Games</u> Football <u>(outside)</u>	<u>Games</u> Invasion Grid Rugby (Durham) <u>(outside)</u> <u>Games</u> Net/wall Mini-Tennis (Durham)	<u>Games</u> Striking and fielding Zone Cricket <u>(outside)</u> <u>Dance</u> Assessing Level 3/4 (Durham) (To be performed at the end of the performance)	<u>OAA</u> Where am I? Electric Fence (Durham) <u>(outside)</u> <u>Athletics</u> Faster, higher, further Distance Challenge (Durham) <u>(outside)</u>

Year 4	<p><u>Games</u> Invasion End zone (Durham <b>outside</b>)</p> <p><u>Gymnastics</u> Assessing Level <math>\frac{3}{4}</math> Partner Work (Durham) (To be performed)</p>	<p><u>Games</u> Target Basketball <b>(outside)</b></p> <p><u>Games</u> <b>Striking and fielding</b> Runners (Durham)</p>	<p><u>Games</u> Invasion Grid Rugby (Durham) <b>outside</b></p> <p><u>Games</u> Net/wall Mini-Tennis (Durham)</p>	<p><u>Dance</u> What's So Funny?/ Children's interests Assessing level 3/4 (Durham)</p> <p><u>Games</u> Football <b>outside</b></p>	<p><u>OAA</u> Where am I? Electric Fence (Durham) <b>outside</b></p> <p><u>Athletics</u> Faster, higher, further Distance Challenge (Durham) <b>outside</b></p>	<p><u>Games</u> <b>Striking and fielding</b> Zone Cricket <b>outside</b></p> <p><u>Dance</u> Assessing Level 3/4 (Durham) (To be performed at the end of the performance)</p>
Year 5	<p><u>Games</u> <b>Invasion</b> Wide attach/netball <b>outside</b></p> <p><u>Games</u> <b>Target</b> Handball</p>	<p><u>Games</u> Football FA skills <b>outside</b></p> <p><u>Gymnastics</u> Assessing Level 4/5 (Durham) (To be performed)</p>	<p><u>Dance</u> Assessing level 4/5 (Durham)</p> <p><u>Games</u> <b>Invasion</b> Calling the shots <b>outside</b></p>	<p><u>Games</u> <b>Net/wall</b> What a Racket (Durham)</p> <p><u>Games</u> <b>Net/wall</b> What a Racket (Durham)</p>	<p><u>Games</u> Kwik cricket <b>outside</b></p> <p><u>Dance</u> Masquerade Assessing level 4/5 (Durham)</p> <p>(To be performed at the end of the performance)</p>	<p><u>OAA</u> Search and rescue Orienteering against the clock (Durham) <b>outside</b></p> <p><u>Athletics</u> Relay Distance challenge Three jump challenge Furthest five (Durham) <b>outside</b></p>
Year 6	<p><u>Games</u> Football FA skills <b>outside</b></p> <p><u>Gymnastics</u> Assessing Level 4/5 (Durham) (To be performed)</p>	<p><u>Games</u> <b>Invasion</b> Wide attach/netball <b>outside</b></p> <p><u>Games</u> <b>Target</b> Handball</p>	<p><u>Games</u> <b>Net/wall</b> What a Racket (Durham)</p> <p><u>Games</u> <b>Net/wall</b> What a Racket (Durham)</p>	<p><u>Dance</u> Assessing level 4/5 (Durham)</p> <p><u>Games</u> <b>Invasion</b> Calling the shots <b>outside</b></p>	<p><u>OAA</u> Search and rescue Orienteering against the clock (Durham) <b>outside</b></p> <p><u>Athletics</u> Relay Distance challenge Three jump challenge Furthest five (Durham) <b>outside</b></p>	<p><u>Games</u> Kwik cricket <b>outside</b></p> <p><u>Dance</u> Masquerade Assessing level 4/5 (Durham)</p> <p>(To be performed at the end of the performance)</p>

**EYFS PE Long Term Plan  
2025-2026**

**Aims**

**Physical Development Areas of Learning**

Physical activity is important in children's all-round development and to enable them to pursue healthy and active lives. Through opportunities to be active, children develop:

- coordination
- control
- precision of movement
- strength
- the habit of exercise
- precision when using small tools correctly

Physical development is split into two categories; **Gross Motor** and **Fine Motor**. For the purpose of PE lessons, the main focus will be that of **Gross Motor** with teacher incorporating **Fine Motor** into daily activities within the classroom.

**EYFS - Content**

**Gross Motor**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

**EYFS PE Long Term Plan  
2025-2026**

For each half term, there are 5 skills linking to the EYFS Framework, specifically linking to Gross Motor, which need to be focused upon during lessons. These skills should not be taught in isolation and each lesson will include more than one skill following the Move With Max Programme, instead the focus skill will be a main teaching point during the lesson. It is important each lesson encompasses and build on prior skills.

Autumn	Spring	Summer
<b>Fundamental movement skills.</b>	<b>Move With Max</b> <b>Up in space</b>	<b>Move With Max</b> <b>Under the Sea</b>
<b>Focus skills:</b> <ul style="list-style-type: none"> <li>● Negotiating space and obstacles safely with the consideration of themselves and others.</li> <li>● Running</li> <li>● Climbing</li> <li>● Balancing</li> <li>● Co-ordination</li> </ul>	<b>Focus skills:</b> <ul style="list-style-type: none"> <li>● Negotiating space and obstacles safely with the consideration of themselves and others.</li> <li>● Running</li> <li>● Skipping</li> <li>● Throwing</li> <li>● Balance</li> </ul>	<b>Focus skills:</b> <ul style="list-style-type: none"> <li>● Kicking</li> <li>● Throwing</li> <li>● Jump</li> <li>● Catching</li> <li>● Striking a ball with an implement</li> </ul>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
Use of classroom texts to engage the children. For example, Room on the Broom by Julia Donaldson	The Gruffalo by Julia Donaldson	Tony Whale A Fishy Tale by Joshua George
Autumn	Spring	Summer
<b>Move With Max</b> <b>Into the Woods</b>	<b>Move With Max</b> <b>Jack and the incredibly mean stalk</b>	<b>Fundamental movement skills.</b> <b>(with sports day links)</b>
<b>Focus skills:</b> <ul style="list-style-type: none"> <li>● Rolling</li> <li>● Skipping</li> <li>● Jumping</li> <li>● Striking a ball with an implement</li> <li>● Dancing</li> </ul>	<b>Focus skills:</b> <ul style="list-style-type: none"> <li>● Negotiating space and obstacles safely with the consideration of themselves and others.</li> <li>● Running</li> <li>● Climbing</li> <li>● Balancing</li> <li>● Co-ordination</li> </ul>	<b>Focus skills:</b> <ul style="list-style-type: none"> <li>● Running</li> <li>● Throwing</li> <li>● Jumping</li> <li>● Skipping</li> <li>● Dance</li> </ul>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
Aliens Love Underpants by Claire Freedman and Ben Cort	Jack and the Incredibly Mean Stalk by Gemma Cary and Kelly Caswell	Use of classroom texts to engage the children For example, Giraffes Can't Dance by Giles Andreae

**Year One and Two PE Long Term Plan**  
**2025-2026**

**Aims**

The national curriculum for physical education aims 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

**KS1 - Content**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

**Year One and Two PE Long Term Plan**  
**2025-2026**

Autumn 1	Spring 1	Summer 1
<b>Games</b> <b>Target</b> Ten point hoop	<b>Dance</b> What's So Funny? (Durham)	<b>Games</b> <b>Target</b> Boundary Line (Durham)
<b>Key vocabulary</b> Move, lock, throw, under arm, defend, space, shoot, release, score, control, balance	<b>Key vocabulary</b> Character, narrative, communication, gesture, repeat, action, question, stretch, sequence, direction, turn, travel, fast, strong, gentle, gallop, skip, freeze	<b>Key vocabulary</b>
<b>Games</b> <b>Target</b> Rolla ball	<b>Games</b> <b>Invasion</b> Three Touch Ball	<b>Dance</b> Themes and Dreams (Durham)
<b>Key vocabulary</b> Track, roll, underarm, space, free space, track, throw, roll, catch, send, receive	<b>Key vocabulary</b> Receive, shoot, attack, defend, opponent, dodge, score, pass, travel, control, release	<b>Key vocabulary</b> Character, narrative, communication, gesture, repeat, action, question, stretch, sequence, direction, turn, travel, fast, strong, gentle, gallop, skip, freeze
<b>Suggested Texts</b> Ping vs Pong by Mauro Gatti (Teamwork)	<b>Suggested Texts</b> Giraffes Can't Dance by Giles Andreae (Dance)	<b>Suggested Texts</b> World At Your Feet by Rob Parker (Ball games/teamwork)
Autumn 2	Spring 2	Summer 2
<b>Games</b> <b>Invasion</b> Skittles	<b>Games</b> Kick Rounders Beanbag Throw (Durham)	<b>OAA</b> Where Are We Going? Gone Fishing (Durham)
<b>Key vocabulary</b>	<b>Key vocabulary</b> Kicking, following, speed, watching, striking, sprint, placement, score, fielding, tactics	<b>Key vocabulary</b> Explore, maps, picture, symbol, trail, problem solving
<b>Gymnastics</b> Assessing Level 1-2 / Balancing Act (Durham)	<b>Games</b> Net/wall Mini-Tennis (Durham)	<b>Athletics</b> Furthest Five Colour Match Off, Up and Away
<b>Key vocabulary</b> Floor, mat, sequence, mirror, turn, speed, travel, front support, back support, symmetry, perform, leap, land stretch, balance	<b>Key vocabulary</b> Hit, rally, attack, points, court, target, defend, opponent, tactics, score, space, racket	<b>Key vocabulary</b> Run, hop, catch, skip, step, directions, forwards, backwards, throw, sideways, hi, low, accuracy, distance, sprint, fast, height, slow
<b>Suggested Texts</b> Nadia The Girl Who Couldn't Sit Still by Karlin Gray She's Got This by Laurie Hernandez (Gymnastics)	<b>Suggested Texts</b> I Am Billy Jean King by Brad Meltzer (Tennis)	<b>Suggested Texts</b> The Once Upon a Time Map Book by B & Hennessy (Maps - OAA)

**KS2 PE Long Term Plan**  
**2025-2026**

**Aims**

The national curriculum for physical education aims 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

**KS2 - Content**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Year Three and Four PE Long Term Plan**  
**2025-2026**

The vocabulary used in lessons should build on KS1 vocabulary and use the following:

Autumn 1	Spring 1	Summer 1
<b>Games</b> <b>Invasion</b> <b>End Rugby</b> <b>(Durham)</b>	<b>Dance</b> <b>What's So Funny?</b> Assessing level 3/4 <b>(Durham)</b>	<b>Games</b> <b>Striking and fielding</b> <b>Zone Cricket</b>
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Possession, try, width, support, track, agility, opponent, defend, pitch, dodge, travel	Character, gesture, communication, props, narrative, choreograph, repetition, action, unison	Field, bowler, under arm, overarm, pitch, boundary, wicket, feeder, wicket keeper, innings, umpire, eye-contact
<b>Games</b> <b>Striking and fielding</b> <b>Runners</b> <b>(Durham)</b>	<b>Games</b> <b>Invasion</b> <b>End Zone</b> <b>(Durham)</b>	<b>Dance</b> Assessing Level 3/4 <b>(Durham)</b>
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Field, bowler, under arm, overarm, pitch, boundary, wicket, feeder, wicket keeper, innings	Positions, tactics, possession, shape, communication, support, marking, dribble, awareness, head-position, dribble, control, time	Character, gesture, communication, props, narrative, choreograph, repetition, action, unison
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
Ping vs Pong by Mauro Gatti (Teamwork)	Giraffes Can't Dance by Giles Andreae (Dance)	World At Your Feet by Rob Parker (Ball games/teamwork)
Autumn 2	Spring 2	Summer 2
<b>Games</b> <b>Invasion</b> <b>Football</b>	<b>Games</b> <b>Target</b> <b>Handball</b>	<b>OAA</b> <b>Where am I?</b> <b>Electric Fence</b> <b>(Durham)</b>
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Positions, tactics, possession, shape, communication, support, marking, dribble, awareness, head-position, dribble, control, time	Positions, tactics, faint, bounce pass, decision making, communication, support, marking, awareness, co-ordination	Strategies, orientate, review, plan, responsibilities, communication, safety, evaluate
<b>Gymnastics</b> <b>Assessing Level 3 Partner Work</b> <b>(Durham)</b>	<b>Games</b> <b>Net/wall</b> <b>Mini-Tennis</b> <b>(Durham)</b>	<b>Athletics</b> <b>Faster, higher, further</b> <b>Distance Challenge</b> <b>(Durham)</b>
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Tension, extension, pathway, travel, along, relaxation, partners, counter tension, improve, adapt, balance, control	Singles, court, racket, overhead, striking, sprint, agility, body position, technique, grip, depth, space	Fitness, agility, race, stamina, record, action, stride, dominant, co-ordination, power, breathing
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
Nadia The Girl Who Couldn't Sit Still by Karlin Gray She's Got This by Laurie Hernandez (Gymnastics)	I Am Billy Jean King by Brad Meltzer (Tennis)	The Once Upon a Time Map Book by B G Hennessy (Maps - OAA)

**Year Five and Six PE Long Term Plan  
2025-2026**

The vocabulary used in lessons should build on KS1 vocabulary and use the following:

Autumn 1	Spring 1	Summer 1
<b>Games</b> Target Handball	<b>Dance</b> Assessing level 4/5 (Durham)	<b>Games</b> Kwik cricket
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Possession, shape, intercept, control, varied tactics, evaluate, leader, organization, communication, dummy, , positional awareness, supporting, agility, co-ordination	Techniques, formation, rhythm, technique, motif, variation, interpret, style, mobilize	Batting, fielding, feeder, wicket, stance, bowler, wicketkeeper, offside, communication, umpire, organise, innings, non striker, leg-side
<b>Games</b> <b>Invasion</b> Calling the shots	<b>Games</b> <b>Invasion</b> Wide attach/netball	<b>Dance</b> Masquerade Assessing level 4/5 (Durham)
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Possession, shape, intercept, control, varied tactics, evaluate, leader, organization, communication, dummy, , positional awareness, supporting,	Formation, center pass, defend, communication, positional awareness, controlled aggression, decision making, varied tactics, support, follow	Techniques, formation, rhythm, technique, motif, variation, interpret, style, mobilize
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
Ping vs Pong by Mauro Gatti (Teamwork)	Giraffes Can't Dance by Giles Andreae (Dance)	World At Your Feet by Rob Parker (Ball games/teamwork)
Autumn 2	Spring 2	Summer 2
<b>Games</b> Football FA skills	<b>Games</b> <b>Striking and fielding</b> Pairs Play	<b>OAA</b> Search and rescue Orienteering against the clock (Durham)
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Possession, shape, intercept, control, varied tactics, evaluate, leader, organization, communication, dummy, , positional awareness, supporting, jockey	Batting, fielding, feeder, wicket, stance, bowler, wicketkeeper, offside, communication, umpire, organise, innings, non striker, leg-side	Plan, review, improve, collaborate, contact, orienteer, timing, team work, problem solve, perseverance, barriers, agility reference, strength
<b>Gymnastics</b> Assessing Level 4/5 (Durham)	<b>Games</b> <b>Net/wall</b> What a Racket (Durham)	<b>Athletics</b> Relay Distance challenge Three jump challenge Furthest five (Durham)
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Counterbalance, counter tension, obstacle, straddle over, judgement, aesthetic, inclined, symmetry, asymmetrical	Forehand, backhand, volley, overhead, singles, doubles, love, width, depth, umpire, fault, volley	Power, technique, performance, competition, personal best, efficient, javelin, landing, dominant, foul
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
Nadia The Girl Who Couldn't Sit Still by Karlin Gray She's Got This by Laurie Hernandez (Gymnastics)	I Am Billy Jean King by Brad Meltzer (Tennis)	The Once Upon a Time Map Book by B G Hennessy (Maps - OAA)