



Long term Plan – Physical Education KS4

Year 1 – Key stage Four				
Y4.1a	<p>Area of P.E. – Gymnastics and improvement of Performance.</p> <p>PMLD topic - Rebound therapy and body awareness</p> <p>Structured – Mat and floor work</p> <p>Conceptual - floor routines/ Sequences of movements</p>	<p><i>KS1</i> - master basic movements</p> <p><i>KS2</i> - develop flexibility, strength, technique, control and balance</p> <p><i>KS3</i> - develop their technique and improve their performance</p> <p>Peer to peer coaching</p>	<p>Skills: Balance and coordination. Controlled movements</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise</p>
Y4 1b	<p>Area of P.E. – Cultural dance</p> <p>World dance. Levels SENSORY (C1- C3ii)</p> <p>World Dance Levels Structured (C4- C8)</p> <p>Concrete level: NC1 – onwards World Dance.</p>	<p><i>KS1</i> - master basic movements</p> <p><i>KS2</i> - develop flexibility, strength, technique, control and balance</p> <p><i>KS3</i> - develop their technique and improve their performance</p> <p><i>KS3</i> analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Skills: Balance and coordination. Controlled movements Self-review</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise</p>

Y4.2a	<p>Area of P.E.</p> <p>Fundamentals of Striking and Fielding.</p> <p>PMLD – Table games</p> <p>Structured – Circle games and classic playground games.</p> <p>Conceptual – Striking and Fielding Games - Hockey</p>	<p>KS1- participate in team games, developing simple tactics for attacking and defending</p> <p>KS 2 - play competitive games, modified where appropriate</p> <p>KS 3- take part in competitive sports and activities outside school through community links or sports</p> <p>Team work and sporting conduct.</p>	<p>Skills: Balance and coordination. Controlled movements</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise/ Team work</p>
Y4 2b	<p>Football and Peer to Peer coaching.</p> <p>Area of P.E. – Ball games and skills (Focus on Football) Games - Ball games and sensory investigation work. Levels SENSORY (C1- C3ii)</p> <p>Games with a focus on throwing and sending Levels Structured (C4- C8)</p> <p>Invasion games – focus on football Level C8 and beyond / Peer to peer coaching.</p>	<p>KS1- participate in team games, developing simple tactics for attacking and defending</p> <p>KS 2 - play competitive games, modified where appropriate</p> <p>KS 3- take part in competitive sports and activities outside school through community links or sports</p>	<p>Skills: Balance and coordination. Controlled movements</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise/ Team work</p>
Y4.3a	<p>Areas of P.E. Outdoor and Adventures -</p>	<p>Team work and sporting conduct.</p>		

Y4 .3 B	<p>Exploring the wider world/Bikes and scooters</p> <p>Outdoor and Adventures- treasure hunt, bikes and being outside Levels SENSORY (C1- C3ii)</p> <p>Outdoor and Adventures- treasure hunt, bikes and being outside Levels Structured (C4- C8)</p> <p>Outdoor and Adventures- Bikes, scooter and playing outdoors Level C8 and beyond</p> <p>Invasion Games and Team work.</p> <p>Area of P.E. – Ball games and skills (Focus on Football)</p> <p>Games - Ball games and sensory investigation work. Levels SENSORY (C1- C3ii)</p> <p>Games with a focus on throwing and sending Levels Structured (C4- C8)</p> <p>Invasion games – focus on football Level C8 and beyond</p>	<p>KS1 - master basic movements KS2 - develop flexibility, strength, technique, control and balance</p> <p>KS3 - develop their technique and improve their performance</p> <p>KS3analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>KS1- participate in team games, developing simple tactics for attacking and defending</p> <p>KS 2 - play competitive games, modified where appropriate</p> <p>KS 3- take part in competitive sports and activities outside school through community links or sports</p>	<p>Skills: Balance and coordination. Controlled movements Use of special equipment Problem solving</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise</p>
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Y5.1a	<p>Area of P.E. – Gymnastics and extended sequences of movement.</p> <p>PMLD topic - Circle games and action stories.</p> <p>Structured – Circle games and action stories.</p> <p>Conceptual - Routines/ Sequences of movements.</p>	<p><i>KS1</i> - master basic movements <i>KS2</i> - develop flexibility, strength, technique, control and balance <i>KS3</i> - develop their technique and improve their performance</p> <p>Peer to peer coaching</p>	<p>Skills: Balance and coordination. Controlled movements</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise</p>
Y5 1b	<p>Movement and Dance Area of P.E. – PMLD - Action songs</p> <p>Structured – Action songs Conceptual – Modern and group dance</p>	<p><i>KS1</i> - master basic movements <i>KS2</i> - develop flexibility, strength, technique, control and balance <i>KS3</i> - develop their technique and improve their performance</p> <p><i>KS3</i>- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Skills: Balance and coordination. Controlled movements</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise</p>
Y5.2a	<p>Area of P.E. – Shared games and organization / introduction to Quick Cricket</p> <p>Parachute and sensory games Levels SENSORY (C1- C3ii)</p> <p>Parachute and simple games</p>	<p><i>KS1</i>- participate in team games, developing simple tactics for attacking and defending</p> <p><i>KS 2</i> - play competitive games, modified where appropriate</p> <p><i>KS 3</i>- take part in competitive sports and activities outside school through community links</p>	<p>Skills: Balance and coordination. Controlled movements</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise/ Team work</p>

Y5 2b	<p>Levels Structured (C4- C8)</p> <p>Striking and Fielding Games- Quick Cricket Level Conceptual Nc 1 –</p> <p>Ability and improving striking, fielding and receiving skills.</p> <p>PMLD – Table games and sensory investigation</p> <p>Structured – Simple ball games and classic playground games</p> <p>Conceptual – Striking and Fielding Games - Hockey</p>	<p>or sports</p> <p>KS1- participate in team games, developing simple tactics for attacking and defending</p> <p>KS 2 - play competitive games, modified where appropriate</p> <p>KS 3- take part in competitive sports and activities outside school through community links or sports</p>	<p>Skills: Balance and coordination. Controlled movements</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise/ Team work</p>
Y5.3a	<p>Areas of P.E.</p> <p>Outdoor and Adventures - Exploring the wider world/Bikes and scooters</p> <p>Outdoor and Adventurous-treasure hunt, bikes and being outside</p> <p>Levels SENSORY (C1- C3ii) (Make sure the bikes are in good</p>	<p>KS1 - master basic movements</p> <p>KS2 - develop flexibility, strength, technique, control and balance</p> <p>KS3 - develop their technique and improve their performance</p> <p>KS3analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Skills: Balance and coordination. Controlled movements Use of special equipment Problem solving</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise /independence</p>

<p>Y5 3a</p>	<p>order and have been requested from storage in good time.)</p> <p>Outdoor and Adventurous-treasure hunt, bikes and being outside Levels Structured (C4- C8)</p> <p>Outdoor and Adventurous - Bikes, scooter and playing outdoors Level C8 and beyond</p> <p>Areas of P.E. Outdoor and Adventures - Exploring the wider world - My local area / Tents and covers</p> <p>Outdoor and Adventure- My local area / tents and covers Levels SENSORY (C1- C3ii)</p> <p>Outdoor and Adventures - My local area / tents and covers Levels Structured (C4- C8)</p> <p>Outdoor and Adventures - Local walks Level C8 and beyond</p>	<p><i>KS1</i> - master basic movements <i>KS2</i> - develop flexibility, strength, technique, control and balance <i>KS3</i> - develop their technique and improve their performance <i>KS3</i> analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Skills: Balance and coordination. Controlled movements Use of special equipment Problem solving</p>	<p>Overview: Knowledge – My Body / Senses Skills – exercise /independence</p>
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Additional modules	Offsite actives – See Schemes of work located on the Staff docs = Admin – Schemes of work – PE Swimming – All children in KS3 take part in a 6-7 week block of swimming. It is here where the National Curriculum requirements are met. (An external provider and swimming teacher over the sequence of learning for swimming, given its skills based nature.) The school is now Running the DoE at an accessible level for our children. – See LD.
KS4 Accreditation	

Requirements:

Specify- to be relevant for at least the three main department levels plus extension for higher attainers- 4 levels:

- How the learning/topic is related to the school's main intent: - learn about the world, skills to be successful, good citizens
- How we sequence learning so that concepts are linked- one concept/skill leads to, and builds on, the next /building out from the pupil's life experiences – can we refer to the 'thinking tools' of "develop concepts", "organise concepts" and "relationships between concepts"? e.g.: perception/identification of a police officer/ sorting pics of police helping v arresting (developing concept)- parts; noticing different clothes/equipment, car etc, grouping varieties of police uniform (organising concept), close to fire crew and ambulance crew (relationship between concepts)
- What skills are being taught? – can we refer to the IEP, the communication skills and the cognition skills (focus, finding patterns/rules, applying patterns/rules, recall)? (ego finding the rule that means a uniform is police and not fire- grouping examples of police helping vs arresting)
- What knowledge is being taught? – Spiral curriculum? can the same 'knowledge' be accessed at a sensory, pictorial, symbolic and abstract level? – eg: working as a police officer – sensory- meeting and experiencing equipment etc, pictorial- identifying police officers in wider contexts- eg the news, symbolic- police and the law/plain clothes police, abstract- police and society
- What is the deeper learning targeted? Is this the most directly related idea to the school key intent statements? Eg: Police help, police protect- good citizen
- Cultural capital access /entitlement to mature (access to 'common knowledge' / adult/wider life experiences)- access to police experiential stimuli for all
- How we are covering the National Curriculum – KS1 with extension to Yrs 3 & 4 as necessary
- Activity ideas to achieve the above including 'real life' access/ed visits