



## **Forest Federation.**

### **Long Term Plan.**

#### **Early Years, Key Stage 1 & 2 Physical Education.**

##### **Purpose of Study**

At the Forest Federation, a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

##### **Aims of the Physical Education Curriculum**

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

**By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.**

Using REAL PE, The Forest Federation does not teach sports, games and dance in isolation. The different learning focuses allow children to develop skills, with teachers selecting specific cogs to focus on.

This approach allows continual development throughout the whole of the curriculum by using a range of activities, as specified within the national curriculum below:

## Early Years.

### Physical Development.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>1</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### Early Years Overview.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year A</b>	<u>Personal</u> Bike/ Pirates	<u>Social</u> Space/ Jungle	<u>Cognitive</u> Train/ circus tightrope <u>Real Dance</u>	<u>Creative</u> Circus Clowns- Seaside <u>Forest School</u>	<u>Applying Physical</u> Circus Jugglers/ Fairytale <u>Real Gym</u>	<u>Health/ Fitness</u> Squirrel/ cat
<b>Year B</b>	<u>Personal</u> Bike/ Pirates	<u>Social</u> Space/ Jungle	<u>Cognitive</u> Train/ circus tightrope <u>Real Dance</u>	<u>Creative</u> Circus Clowns- Seaside <u>Forest School</u>	<u>Applying Physical</u> Circus Jugglers/ Fairytale <u>Real Gym</u>	<u>Health/ Fitness</u> Squirrel/ cat

## Physical Development

### ELG: Gross Motor Skills

Children at the expected level of development will:

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Key Stage 1**

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.

### Key Stage 1 overview

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year A</b>	Personal PE	Social PE	Cognitive PE Dance	Creative PE Forest School	Physical PE Real Gym	Health and Fitness PE
<b>Year B</b>	Personal PE	Social PE	Cognitive PE Dance	Creative PE Forest School	Physical PE Real Gym	Health and Fitness PE

### **Physical Education Skills**

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 A	Year B
<p>Expected outcomes for Year A:</p> <p><b>Personal:</b> 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.</p> <p><b>Cognitive:</b> Creative: participate in team games, developing simple tactics for attacking and defending</p> <p><b>Social:</b> participate in team games, developing simple tactics for attacking and defending</p> <p><b>Health and Fitness:</b> 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</p> <p><b>Physical: Real Gym:</b> 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</p>	<p>Expected outcomes for Year B:</p> <p><b>Personal:</b> 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.</p> <p><b>Cognitive:</b> Creative: participate in team games, developing simple tactics for attacking and defending</p> <p><b>Social:</b> participate in team games, developing simple tactics for attacking and defending</p> <p><b>Health and Fitness:</b> 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</p> <p><b>Physical: Real Gym:</b> 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</p>

## **Key Stage 2**

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.

### **Lower Key Stage 2 Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A</b>	Personal PE Forest School	Social PE	Cognitive PE Swimming	Creative PE Swimming	Physical PE Real Dance	Health and Fitness Real Gym
<b>Year B</b>	Personal PE Forest School	Social PE	Cognitive PE Swimming	Creative PE Swimming	Physical PE Real Dance	Health and Fitness Real Gym

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

## Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Year A	Year B
<p>Expected outcomes for Year A:</p> <p><b>Personal:</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming:</b> Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p><b>Cognitive:</b> 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</p> <p><b>Creative:</b> 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</p> <p><b>Social:</b> 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</p>	<p>Expected outcomes for Year B:</p> <p><b>Personal:</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming:</b> Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p><b>Cognitive:</b> 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</p> <p><b>Creative:</b> 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</p> <p><b>Social:</b> 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</p>

<p><b>Health and Fitness:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Physical:</b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><b>Dance:</b> perform dances using a range of movement patterns</p> <p><b>Outdoor adventure:</b> take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Health and Fitness:</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Physical:</b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><b>Dance:</b> perform dances using a range of movement patterns</p> <p><b>Outdoor adventure:</b> take part in outdoor and adventurous activity challenges both individually and within a team</p>
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### Upper Key Stage 2 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A</b>	Personal PE Swimming Outdoor Adventure (visit)	Social PE Swimming	Cognitive PE  Forest School	Creative PE	Physical PE Real Dance	Health and Fitness PE Real Gym
<b>Year B</b>	Personal PE Swimming	Social PE Swimming	Cognitive PE Forest School	Creative PE Outdoor Adventure (visit)	Physical PE Real Dance	Health and Fitness PE Real Gym

<b>Year A</b>	<b>Year B</b>
<p>Expected outcomes for Year A:</p> <p><b>Personal:</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming:</b> Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p><i>Expected outcomes for Year B:</i></p> <p><b>Personal:</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming:</b> Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] swim competently, confidently and proficiently over a distance of at least 25 metres.</p>

<p>Perform safe self-rescue in different water-based situations</p> <p><b>Cognitive:</b> 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</p> <p><b>Creative:</b> 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</p> <p><b>Social:</b> 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</p> <p><b>Dance:</b> perform dances using a range of movement patterns</p> <p><b>Outdoor adventure:</b> take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Perform safe self-rescue in different water-based situations</p> <p><b>Cognitive:</b> 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</p> <p><b>Creative:</b> 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</p> <p><b>Social:</b> 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</p> <p><b>Dance:</b> perform dances using a range of movement patterns</p> <p><b>Outdoor adventure:</b> take part in outdoor and adventurous activity challenges both individually and within a team</p>
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