

Chapel End - PE Long Term Overview 2023-2024

| Year Group | Sept – Oct | Nov - Dec | Jan – Feb | Mar - Apr | May - June | June - July |
|------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS Nursery | Action Rhymes | Introduction to Dance | Introduction to Gymnastics | Introduction to Gymnastics | Introduction to Games. | Introduction to Games. |
| | Outdoor Play- continuous provision | Outdoor Play- continuous provision | Outdoor Play- continuous provision | Outdoor Play- continuous provision | Outdoor Play- continuous provision | Outdoor Play- continuous provision |
| Resources needed | | | | | | |
| EYFS R | Action Rhymes | Dance | Gymnastics | Gymnastics | Games | Games |
| | Outdoor play – continuous provision | Outdoor play – continuous provision | Outdoor play – continuous provision | Outdoor play – continuous provision | Outdoor play – continuous provision | Outdoor play – continuous provision |
| Resources needed | | | | | | |
| Year 1 | Ball skills - Feet | SAQ | Send & receive | Fitness | Bat & ball skills | Small ball |
| | Basic gym | Gymnastics | Athletics | Throw & Catch | Dance | Athletics |
| Resources needed | | | | | | |
| Year 2 | Dodgeball | SAQ | Fitness | Gymnastics | Small Ball/ TW | Bat & Ball skills |
| | Football | Gymnastics | Athletics | Fundamental T & C | Dance | Athletics |
| Resources needed | | | | | | |

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|------------------|-----------|------------|------------------|------------|-------------------|-------------------|
| Year 3 | Dance | Gymnastics | Tennis | Gymnastics | Rounders | Athletics |
| | Athletics | Football | Tennis | Netball | Dodgeball | Hockey |
| Resources needed | | | | | | |
| Year 4 | Football | Athletics | Rugby | Dance | Kwik Cricket | Athletics |
| | Dance | Netball | Circuit training | Gymnastics | Tennis | Rounders |
| Resources needed | | | | | | |
| Year 5 | Swimming | Rugby | Football | Netball | Athletics | OAA |
| | Dance | Hockey | Dance | Tennis | Kwik Cricket | Gymnastics |
| Resources needed | | | | | | |
| Year 6 | Football | Gymnastics | Rugby | Football | Athletics (track) | Athletics (field) |
| | Dance | Dance | Hockey | Basketball | Rounders | OAA |
| Resources needed | | | | | | |

- This overview is subject to change as we adapt the arrangement of activities within year groups according to the St Helens Sport School Development calendar.

Chapel End - PE Long Term Overview 2023-2024



NURSERY LONG TERM PLAN 21-22

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|--|---|--|--|---|--|
| GENERAL THEMES | ALL ABOUT ME! | LET'S CELEBRATE! | TAKE ONE PICTURE! | GROWING! | AMAZING ANIMALS! | OUR WONDERFUL WORLD! |
| PHYSICAL DEVELOPMENT | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . 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 . | | | | | |
| FINE MOTOR | <ul style="list-style-type: none"> - I can hold a pencil (digital plus grip) to make marks - I am beginning to do up my own large buttons - I can turn the pages in a book | <ul style="list-style-type: none"> - I can fit the pieces of a puzzle together - I can pick up tiny objects using a fine pincer grasp - I can use one-handed tools and equipment, e.g. make snips in paper with child scissors | <ul style="list-style-type: none"> - I can use tweezers - I can use tools effectively in playdough (eg: cutters/rollers) - I can take off and put on my own shoes (not laces) <p>I am beginning to do up my own zip</p> | <ul style="list-style-type: none"> - I can show increasing control over tools like pencils and crayons. - I can use tools for mark making with control. - I am beginning to grip using modified tripod grasp for control. | <ul style="list-style-type: none"> - I can use a modified tripod grasp - I can use pincers, tweezers and threading equipment with increasing control and confidence | <ul style="list-style-type: none"> - I can use scissors effectively to cut straight lines in paper - I am beginning to use 3 fingers (tripod grip) to hold my pencil |
| DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES | | | | | | |
| GROSS MOTOR | <p>Multiskills</p> <ul style="list-style-type: none"> Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills | <p>Dance</p> <ul style="list-style-type: none"> Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups | <p>Gymnastics</p> <ul style="list-style-type: none"> Balance Core muscle strength Jumping and landing Awareness of space | <p>Games</p> <ul style="list-style-type: none"> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game | <p>Athletics</p> <ul style="list-style-type: none"> Running skills Agility Sports day | <p>Games</p> <ul style="list-style-type: none"> Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game |
| WEEKLY PE SESSION, FUNNY FINGERS CROSSING MIDDLE ACTIVITIES AND DISCO BALLS | <p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p>From Development Matters 2020':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | | | | | |

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RECEPTION LONG TERM PLAN 21-22

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|---|---|---|---|---|
| GENERAL THEMES | ALL ABOUT ME! | LET'S CELEBRATE! | TAKE ONE PICTURE! | GROWING! | AMAZING ANIMALS! | WONDERFUL WORLD! |
| PHYSICAL DEVELOPMENT | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . 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 . | | | | | |
| FINE MOTOR | Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on | Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle | Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego |
| DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES IN FUNKY FINGERS | Multiskills Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills | Dance Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups | Gymnastics Balance Core muscle strength Jumping and landing Awareness of space | Games Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game | Athletics Running skills Agility Sports day | Games Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game |
| GROSS MOTOR | <p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p>From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | | | | | |
| WEEKLY PE SESSION, FUNKY FINGERS CROSSING MIDLINE ACTIVITIES AND DISCO BALLS | | | | | | |