



TRIN SPORTS – LONG TERM PE PLAN

ST PETERS C. OF E. PRIMARY ACADEMY



	AUTUMN 1 (Sept – Oct)	AUTUMN 2 (Nov – Dec)	SPRING 1 (Jan – Feb)	SPRING 2 (Feb – March)	SUMMER 1 (April – May)	SUMMER 2 (June – July)
EYFS	LOCOMOTOR GAMES	STABILITY GAMES (Gymnastics)	DANCE	OBJECT CONTROL	TARGET GAMES	SPORTS DAY GAMES
KEY STAGE 1 (Years 1/2)	LOCOMOTOR GAMES	STABILITY GAMES (Gymnastics)	OBJECT CONTROL	TEAM GAMES	TARGET GAMES	SPORTS DAY GAMES
LOWER KEY STAGE 2 (Years 3/4)	INVASION GAMES	STABILITY GAMES (Gymnastics)	TEAM GAMES	NET & WALL GAMES	STRIKING & FIELDING GAMES	ATHLETICS
HIGHER KEY STAGE 2 (Years 5/6)	INVASION GAMES	STABILITY GAMES (Gymnastics)	TEAM GAMES	NET & WALL GAMES	STRIKING & FIELDING GAMES	ATHLETICS

TRIN SPORTS

TOGETHERNESS – Supporting each other in everything we do, to encourage and have a sense of belonging.

RESILIANCE – Never give up even in the face of adversity, build confidence and help overcome challenges.

INDIVIDUALITY – Celebrating everyone’s differences, help boost self-esteem and achieve personal goals.

NURTURE – Helping to build strong and healthy relationships, learn and develop.



ST PETERS C. OF E. PRIMARY ACADEMY

VISION:

We believe that all are made in the image of God. We seek to ensure all are valued, valuable and empowered to be the best they can be. We learn from each other, developing our understanding of different cultures, to ensure ‘Life in all its fullness’ (John10:10) – the golden strand that runs through all our work.

AIMS:

Our school is committed to quality education and the development of high self-esteem. It is a school where every child achieves more than is ever expected. We recognise and celebrate that each individual is unique and understand that everyone has an important contribution to make to the world in which we live.

VALUES:

PEACE HOPE JOY





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KEY CONSIDERATIONS



PE NATIONAL CURRICULUM

It is important to encourage teachers to familiarise themselves with the PE National Curriculum (KS1 or KS2). Reference to areas of the PE National Curriculum should be evident in your Medium-Term Plan (MTP) & Short-Term Plans (STP) and show how these best fit with each element/block of learning.

ASSESSMENT FOR LEARNING (AFL)

It is important that pupils are continuously observed on their performance in PE and progress is key to ensure that the activities the pupils are participating in are challenging yet achievable for them. Understanding of where pupils' performance and progress is can help with planning and communication as well as helping to support each pupil to develop and progress their learning suitably.

This will be evident in both the MTPs and STPs using a RAG rating observing and monitoring pupils on a 2-week bases per each block of learning using an assessment sheet to record results.

RED – SOME pupils can achieve.

AMBER – MOST will be able to achieve.

GREEN – ALL will be able to achieve.

MANAGING DIFFERENCE

During any activities and games, the pupils are doing it is important that they can have support or be challenged further. This adaptation of the learning environment is to help engage with and meet the individual needs of all the pupils, ensuring equality and inclusivity for all pupils to progress.

Considerations for this will be implemented in the STPs using the **STEP** principles.

SPACE – Ask pupils if they can change the shape or space they are playing in or around to increase the challenge. Pupils could also increase/decrease the distance they are away from targets or people.

TASK – Ask the pupils to change they way they are moving when they are completing activities, showcasing different locomotion movements. Pupils can also change things such as hand/foot they are dribbling with or how they are throwing an object.

EQUIPMENT – Ask pupils to change the equipment they are using to with challenge or adapt how they are working. This could be changing to a smaller/larger, heavier/lighter, traditional/non-traditional piece of equipment. It may also mean adding in more equipment to a game.

PEOPLE – Ask the pupils to change who they are doing the activity with or playing against so they can have experience or collaborating and competing with different people. This could also be rotating roles in a team game or selecting individual challenges for pupils.

LEARNING OBJECTIVES & OUTCOMES

LEARNING OBJECTIVES - are statements that define the expected goal/aim/theme of a lesson. (Success Criteria)

LEARNING OUTCOMES - are differentiated statements that describe what pupils will be able to do as a result of learning. (RAG rating/Assessment Criteria)

SEND CONSIDERATION

Be aware of all the pupils learning needs and educational requirements when planning to ensure all learning environments are engaging, inclusive and accessible for all. Those pupils with additional needs should be catered for in a way in which they are treated with equality and are safe.

RISK ASSESSMENT

Consider the safety of pupils when planning lessons, review all potential risks which could compromise the pupil's safety or access to learning, and plan to mitigate against these risks. Things to consider might include playing surface, surrounding apparatus, weather, the equipment or even the activities and learning content.