



Churchside Federation Long Term Planning

Mundford

PE 2025-26



2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Development Matters	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs or climb up apparatus using alternate feet. Skip hop, stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers. Start taking part in some group activities which they make up for themselves or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting for example they decide whether to crawl, walk or run across a plank depending on its length and width.					
Reception	ELG - Physical Development Gross Motor: - 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. Fine Motor: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. ELG - Personal, Social and Emotional Development Managing Self: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: - Work and play cooperatively and take turns with others.					
	Dance: - move confidently in a range of ways, safely negotiating space. Fundamentals: - handle equipment and tools correctly. - catch a large ball. - safely negotiate space.		Gymnastics: - show good control and coordination in large and small movements. - move confidently, safely negotiating space. - talk about ways to keep safe. Ball Skills: - handle equipment and tools correctly.		Gymnastics: - show good control and coordination, - move confidently, safely negotiating space. Ball Skills: - show good coordination and control in large and small movements. - handle equipment and tools effectively. - play cooperatively.	



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	- observe the effects of activity on their bodies. - play cooperatively. Racing & Chasing Games: - move confidently, safely negotiating space. - talk about ways to keep healthy and safe. - observe the effects of activity on their bodies. - play co-operatively.	- show increasing control over an object in pushing, patting, throwing, catching or kicking it. Dance: - move confidently in a range of ways, safely negotiating space. (see Val Sabin Dance for lesson plans & dance ideas)	Athletics: - move confidently, safely negotiating space. - run with control and coordination.
Key Stage One	National Curriculum Objectives: 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.		
	Dance: - perform dances using simple movements. - engage in cooperative physical activities. (see Val Sabin Dance for lesson plans & dance ideas and Get Set 4 PE). Ball Skills: - master basic movements including throwing & catching & begin to apply these in activities. - develop agility & co-ordination. Fitness (Choose from: Yoga, Fitness, Fundamentals): - Recognise that activity increases our heart rate, breathing, temperature etc. - Know that they should try to be active every day and be able to describe different things they can do that are active. - master basic movements - develop agility and coordination	Gymnastics: - master basic movements and develop balance, agility and coordination - Recognise that activity increases our heart rate, breathing, temperature etc. - Know that they should try to be active every day and be able to describe different things they can do that are active. - master basic movements - develop agility and coordination Ball/Invasion Games: - participate in team games and develop simple tactics for attacking and defending. - master basic movements including throwing and catching - begin to apply these in activities.	Striking & Fielding or Target Games: - master basic movements including throwing and catching. - participate in team games, developing simple tactics for attacking and defending. Net and Wall: - coordination and agility - working in a pair. Athletics: - master basic movements including running & jumping & develop agility & co-ordination. Team/Invasion Games: - master basic movements including throwing and catching. - participate in team games, developing simple tactics for attacking & defending.



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			Orienteering: - follow instructions accurately. - cooperate with a partner or small group, taking turns and listening to each other. - try different ideas to solve a task. - follow and create a simple diagram/map. - take part in outdoor and adventurous activity challenges both individually and within a team.
	Golden Thread: Healthy Active Lives Being a Good Sport Striving to Improve		
Lower Key Stage Two	National Curriculum Objectives: • 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 All schools must provide swimming instruction either in key stage 1 or key stage 2. • 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.		
	Dance:	Swimming & Water Safety:	Racquet Sports (Focus Sport: Mini Tennis)



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	- perform dances using a range of movement styles. - evaluate and suggest how to improve. Fitness: (Choose from: Trigolf, Yoga or Fitness) Recognise that muscles get stronger and bigger when we exercise. Know why we need to warm-up before exercise & cool down after. Recognise that exercise can make them feel better or happier. - develop technique and control. Ball Skills: - communicate, collaborate and compete with one another. - play competitive games (modified where appropriate) Gymnastics: - develop flexibility, strength, technique, control and balance. - link actions to create sequences of movement.	- swim competently, confidently and proficiently over a distance of at least 25m. - use a range of strokes effectively. - perform safe self-rescue in different water-based situations. Invasion Games (Football & Tag Rugby): - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) & apply principles for attacking and defending. Invasion Games (Focus: Basketball) - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) & apply principles for attacking & defending.	- enjoy communicating, collaborating & competing with one another. - use throwing and catching in isolation and in combination - play competitive games (modified where appropriate) and apply principles for attacking and defending. Athletics: - use running, jumping, throwing and catching in isolation and combination - develop technique, strength and control. - compare performance with previous and demonstrate improvement to achieve personal best. (Should include: sprinting and relays over 50m; obstacle courses; basic throwing skills; standing long jump) Orienteering: - Give simple instructions and follow instructions from a peer. - Work collaboratively with a partner or small group. - Plan and attempt to apply strategies to solve problems. - Orientate and follow a map/diagram. - Accurately follow instructions and give clear instructions to others. - Collaborate to plan and apply strategies to solve problems. - Identify key symbols on a map and use a key to move around a grid.
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			Striking & Fielding Games (Focus Sport: Cricket/Rounders): - communicate, collaborate & compete with one another. - use throwing & catching in isolation and in combination. - play competitive games (modified where appropriate) & apply principles for attacking & defending.
	Golden Thread: Healthy Active Lives Being a Good Sport Striving to Improve		
Upper Key Stage Two	Invasion Games (Focus Sports: Netball): - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) and apply principles for attacking and defending. Swimming & Water Safety: - swim competently, confidently and proficiently over a distance of at least 25m. - use a range of strokes effectively. - perform safe self-rescue in different water-based situations. Fitness (Choose from Trigolf, Yoga or Fitness): - develop technique & control. - Compare the muscles and fitness required for different sports and physical activities. - Suggest suitable ways of warming-up for	Gymnastics: - perform dances using a range of movement styles. - evaluate and suggest how to improve. Invasion Games (Focus Sport: Hockey or Tag Rugby) - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) and apply principles for attacking and defending. Dance/Yoga: - develop flexibility, strength, technique, control and balance. - link actions to create sequences of movement. - work collaboratively. - evaluate and recognise how to improve.	Striking & Fielding Games (Focus Sport: Cricket/Rounders) - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) and apply principles for attacking and defending Orienteering: - Use clear communication within a group, taking on different roles. - Begin to lead others, providing clear instructions. - Plan and apply strategies to solve more complex challenges. - Orientate a map and use it to navigate a course. - take part in outdoor and adventurous activity challenges both individually and



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	different activities. Understand the link between physical and mental health and recognise that exercise and time spent outdoors contribute to their overall wellbeing. Gymnastics: - perform dances using a range of movement styles. - evaluate and suggest how to improve.	Invasion Games (Focus Sports: Basketball): - communicate, collaborate and compete with one another. - use throwing and catching in isolation and in combination. - play competitive games (modified where appropriate) and apply principles for attacking & defending	within a team. (Y6 Residential/ Y5 Outdoor Education Trip) . Racquet Sports (Focus Sport: Mini Tennis or Badminton) - enjoy communicating, collaborating and competing with one another. - use throwing and catching in isolation and in combination - play competitive games (modified where appropriate) and apply principles for attacking and defending Athletics: - use running, jumping, throwing and catching in isolation and combination - develop technique, strength and control. - compare performance with previous ones and demonstrate improvement to achieve their personal best. (Should include: sprinting and relays over 80m; hurdles; distance running 200m; throwing; long jump; standing triple jump)
	Golden Thread: Healthy Active Lives Being a Good Sport Striving to Improve		

Teachers are free to choose the order that they teach the units in within each half-term. Fitness activities can be taught as a block or included alongside other units as they are suitable for within the classroom when events or weather may prevent the planned PE taking place. Hazel, Maple, Rowan and Cedar will be Taught by Mr Brotherhood and aligned with teaching at Gooderstone to enable cross-federation tournaments. The other units of work can be taught in any order. All competitions and events will be entered as a Federation, with a view to involve as many children as possible, as well as having a Federation Day, once per term.

G Drive contains Get Set 4 PE lessons plans and resources for all areas of PE, but teachers can supplement these with any other resources of their choice.