



Barmby Moor Church of England Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Long Term Plan - 2025/26 and 2026/27

Subject: Physical Education

Physical Education - Long Term Plan

Pupils should be taught to:

EYFS

As laid out in both the 'Statutory Framework' and 'Development Matters'

Statutory Framework: https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

Development matters: https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

Key Stage 1

As laid out in the KS1 National Curriculum

Physical Education KS1 National Curriculum:

https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY_national_curriculum_-_Physical_education.pdf

Pupils will learn sporting skills and make progress with their personal development as laid out by the Youth Sports Trust

Youth Sports Trust Curriculum Mapping: <https://www.youthsporttrust.org/media/lj3abscq/yst-membership-curriculum-mapping-guide-covid-version.pdf>

Improving access to and quality of sport using the Your School Games Award

Your School Games Criteria: https://media.yourschoolgames.com/documents/School_Games_Mark_2024-25_FINAL.pdf

Key Stage 2

As laid out in the KS2 National Curriculum



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Physical Education KS2 National Curriculum:

https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY_national_curriculum_-_Physical_education.pdf

Pupils will learn sporting skills and make progress with their personal development as laid out by the Youth Sports Trust

Youth Sports Trust Curriculum Mapping: <https://www.youthsporttrust.org/media/lj3abscq/yst-membership-curriculum-mapping-guide-covid-version.pdf>

Improving access to and quality of sport using the Your School Games Award

Your School Games Criteria: https://media.yourschoolgames.com/documents/School_Games_Mark_2024-25_FINAL.pdf

Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- providing a broad and balanced curriculum to all children
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets are challenging and achievable.



BARMBY MOOR CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Intent

It is our intent at Barmby Moor to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equality of play to embed life-long values.

Implementation

Pupils at Barmby Moor participate in high quality PE and sporting activities. All pupils receive two PE lessons per week in addition to regular extra-curricular activities and enrichment. Our PE programme incorporates a wide variety of diverse sports and enriching activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Barmby Moor, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline, respect, perseverance and that to be successful you need to take ownership and responsibility of your own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.



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Cycle A – 2025/26

S – Sporting skill

P – Personal development

C – Competition objective/experience

Whole Class Intervention

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2 Physical Development	<u>Exploring Movement (walking, running, crawling, climbing, balancing)</u> S – Explore walking in different pathways (negotiating space and obstacles safely) S – Develop core strength (posture for writing) P – Develop fairness <u>Ongoing fine motor</u> S - use tools effectively (pencils, scissors)	<u>Exploring Movement (rolling, jumping, travelling safely)</u> S – Explore jumping and hopping (different ways of moving) S – Develop core strength (posture for writing) P – Develop fairness <u>Ongoing fine motor</u> S - use tools effectively (pencils, scissors)	<u>Control Movement (stopping, starting, changing direction, throwing, rolling, catching, kicking, moving around obstacles)</u> S – Explore creating our own movement sequences S – Explore moving and making shapes S – Explore moving a ball using our feet S – Explore throwing and catching S – Explore pushing, rolling and bouncing (using a ball) P – Develop curiosity <u>Ongoing fine motor</u> S - use tools effectively (pencils, scissors)		<u>Apply Movement (combining movements, ball control, target games, relay races)</u> S – Understand taking turns, keeping the score and playing by the rules P – Develop honesty <u>Ongoing fine motor</u> S - use tools effectively (pencils, scissors)	
Year 1/2	<u>Gymnastics</u> S – Wide, narrow, curled Y2 Move with expression	<u>Gymnastics</u> S – Transitioning between movements Y2 Move with expression	<u>Dance</u> S – Rhythm Y2 Move with expression	<u>Dance</u> S – Expression Y2 Move with expression	<u>Net and wall</u> S – Throwing and catching <u>Invasion Games</u>	<u>Striking and fielding</u> S – Running within a game <u>Athletics</u>



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	P – Develop courage <u>Invasion Games</u> S – Using our hands Y2 Sending and receiving	<u>Invasion Games</u> S – Using our feet Y2 Controlling a ball with feet C – Football dribbling competition (To develop a sporting skill)	P – Develop imagination <u>Enrichment</u> Disability sports (boccia and new age kurling)	<u>Enrichment</u> Golf C – Crazy golf competition (To engage a new audience)	S – Attacking and defending Y2 Teamwork and trust P – Develop gratitude	S – Jumping C – Sports day (To develop character and life skills, linked to the school games values)
Year 3/4	<u>Gymnastics</u> S – Symmetry and assymetry P – Develop cooperation <u>Net and wall</u> S – forehand and backhand	<u>Gymnastics</u> S – Using apparatus C – Gymnastics routine (To support individual development within sport) <u>Invasion Games</u> S – Sending and receiving using hands and feet Y3 Sending and receiving with hands and feet Y3 Keeping possession with hands and feet P – Encourage others	<u>Dance</u> S – Character P – Develop resilience <u>Invasion Games</u> S – Creating space Y4 Getting into space	<u>Invasion Games</u> S – Dribbling with hands and feet Y4 Dribbling <u>Striking and fielding</u> S – Batting and fielding C – Three in a bucket competition (To support fair competition and foster social connections)	<u>Striking and fielding</u> S – outwitting an opponent P – Problem solving <u>Swimming</u> S – Swim 25m S – Use different strokes	<u>Athletics</u> S – Sprinting C – Sports day (To develop character and life skills, linked to the school games values) <u>Swimming</u> S – Swim 25m S – Use different strokes
Year 5/6	<u>Gymnastics</u> S – Counter tension and counter balance P – Develop ability to reflect <u>Net and wall</u> S – mixed racket skills	<u>Dance</u> S – Improvisation P – Develop self-discipline <u>OAA</u> S – leadership Y6 Leadership and teamwork P – Develop resourcefulness	<u>Invasion Games</u> S – Sending and receiving using hands, feet and sticks S – Different passes Y6 Explore different passes Y6 Refine sending and receiving <u>Invasion Games</u>	<u>Invasion Games</u> S – Attacking and defending S – Officiating Y6 Refine attacking and defending <u>Athletics</u> S – Cardiovascular system C – Fun run (To improve health and	<u>Athletics</u> S – Running as a team <u>Enrichment</u> Boxing	<u>Striking and fielding</u> S – fielding tactics P – Develop integrity <u>Swimming</u> S – Water safety Y6 Safe self-rescue <u>Athletics</u> C – Sports day (To develop character and



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		C – Team building competition (To increase motivation within young people to be physically active)	S – Dribbling using hands, feet and sticks Y6 Refine dribbling	wellbeing – physical, social and emotional wellbeing)		life skills, linked to the school games values)
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Cycle B – 2026/27

S – Sporting skill

P – Personal development

C – Competition objective/experience

Whole Class Intervention

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2 Physical Development	<u>Exploring Movement (walking, running, crawling, climbing, balancing)</u> S – Explore walking in different pathways (negotiating space and obstacles safely) S – Develop core strength (posture for writing) P – Develop fairness <u>Ongoing fine motor</u>	<u>Exploring Movement (rolling, jumping, travelling safely)</u> S – Explore jumping and hopping (different ways of moving) S – Develop core strength (posture for writing) P – Develop fairness <u>Ongoing fine motor</u> S - use tools effectively (pencils, scissors)	<u>Control Movement (stopping, starting, changing direction, throwing, rolling, catching, kicking, moving around obstacles)</u> S – Explore creating our own movement sequences S – Explore moving and making shapes S – Explore moving a ball using our feet S – Explore throwing and catching S – Explore pushing, rolling and bouncing (using a ball) P – Develop curiosity <u>Ongoing fine motor</u> S - use tools effectively (pencils, scissors)	<u>Apply Movement (combining movements, ball control, target games, relay races)</u> S – Understand taking turns, keeping the score and playing by the rules P – Develop honesty <u>Ongoing fine motor</u> S - use tools effectively (pencils, scissors)		



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	S - use tools effectively (pencils, scissors)					
Year 1/2	<u>Gymnastics</u> S – Explore pathways P – Develop concentration <u>Invasion Games</u> S – Sending and receiving using hands and feet	<u>Gymnastics</u> S – Linking movements C – Gymnastics routine competition (To support individual development within sport) <u>Invasion Games</u> S – Keep possession with hands and feet	<u>Dance</u> S – Contrasting movements P – Develop self-belief <u>Enrichment</u> Dodgeball	<u>Dance</u> S – Motifs with expression <u>Enrichment</u> Archery C – Archery competition (To engage new audiences)	<u>Net and wall</u> S – Throwing and catching <u>Invasion Games</u> S – Dodging S - Strategy P – Develop empathy	<u>Striking and fielding</u> S – Throwing and catching <u>Athletics</u> S – Jumping C – Sports day (To develop character and life skills, linked to the school games values)
Year 3/4	<u>Gymnastics</u> S – bridges <u>Invasion games</u> S – sending and receiving using sticks P - communication	<u>Gymnastics</u> S – extending sequences <u>Invasion Games</u> S – shooting S – dribbling to shoot C – Penalty shootout competition in football, netball and hockey (To develop different sporting skills)	<u>Dance</u> S – Contrasting relationships P – Develop resilience <u>Enrichment</u> Archery	<u>Invasion Games</u> S – Creating space S – 3v3 games P – Develop trust C – 3v3 competition (To support fair competition and foster social connections) <u>Enrichment</u> Boxing <u>Specific intervention</u> S – Forehand and backhand	<u>Striking and fielding</u> S – bowling and striking the ball P – Develop decision making <u>Swimming</u> S – Swim 25m S – Use different strokes	<u>Athletics</u> S – Distance running C – Sports day (To develop character and life skills, linked to the school games values) <u>Swimming</u> S – Swim 25m S – Use different strokes
Year 5/6	<u>Gymnastics</u> S – Technical control S – interlinking movement P – Develop ability to evaluate	<u>Dance</u> S – Matching and mirroring <u>Swimming</u> S – water safety	<u>Invasion Games</u> S – Sending and receiving using hands, feet and sticks <u>Invasion Games</u>	<u>OAA</u> S – leadership C – Orienteering competition (To improve health and wellbeing – physical,	<u>Athletics</u> S – Throwing S - Officiating <u>Enrichment</u> Dodgeball	<u>Striking and fielding</u> S – batting, bowling and fielding <u>Athletics</u> S – Components of fitness



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	<u>Enrichment</u> Boccia <u>Specific intervention</u> S – Forehand and backhand S – Racket skills		S – shooting using hands, feet and sticks S – set pieces	social and emotional wellbeing) <u>Invasion Games</u> S – tactics S – team formations P – develop respect	C – Dodgeball competition (To increase motivation within young people to be physically active)	P – Develop self-motivation C – Sports day (To develop character and life skills, linked to the school games values)
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