

 **PE and Computing Long Term Plans**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Physical Education Objective | How this will be achieved | Computing Objective | How this will be achieved |
| Year 3 | Use running, jumping, catching and throwing in isolationPlay competitive games, modified as appropriateDevelop flexibility and control in gym, dance and athleticsCompare performances to achieve personal bestsSwimming proficiency at 25m**Stoke Hill Objective** | Warm ups, skills sessions –specifically ball skills unit, athletics lessons, Small sided games in hockey, football and tag rugbyIn gym & dance warm upslearning and improving key skills in gymcontrol – creating and improving sequences of movementathletics – standing long jump, throwing cricket ball – measurements& Golden MileSwimming lessons for a half term progress monitored Y3 Sports afternoon organised by Year6 | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller partsUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**Stoke Hill Objective** | Interactive map of Europe using scratch.Use a programme to create geometric patterns linked to modern art. Possibly MSW Logo.Use garage band to create carnival soundtracks.Create a multimedia presentation about their country using photographs imported into PowerPoint. |
| Year 4 | Use running, jumping, catching and throwing in isolationPlay competitive games, modified as appropriateDevelop flexibility and control in gym, dance and athleticsCompare performances to achieve personal bestsSwimming proficiency at 25m**Stoke Hill Objective** | Re-teaching of underarm overarm throw, athletics – sprint, /Golden Mile , javelin and cricket ball throwMini- tournaments at end of each games unitMovement sequences to include specific skillsControl of implements in throwing techniqueAthletics –javelin &cricket ball throw, Golden Mile, improved skills – observe before/after video clips of skills and sequencesImprove distances to develop staminaOutdoor and Adventurous – orienteering on small field and playgrounds, campfire – damper cooking | Use sequence, selection, and repetition in programs; work with variables and various forms of input and outputUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration**Stoke Hill Objective** | Using Scratch Learn to Code Book 2.Think you Know cybercafé and Hector’s World. Scenarios.Research for topics.Understand e-mail link to literacy – Rainforest book.Use Symbol to make a webpage.Home Learning poster / PowerPoint on Earthquakes.Improve typing skills (Year 4 children feedback this year). |
| Year 5 | Use running, jumping, catching and throwing in isolation and in combinationPlay competitive games, applying basic principlesDevelop flexibility and control in gym, dance and athleticsTake part in Outdoor and Adventurous activitiesCompare performances to achieve personal bestsSwimming proficiency at 25m**Stoke Hill Objective** | 400m runNetball – footwork rules within the game Hockey/ football- passing skills under pressure of opposition in gamesBegin umpiringAttack/Defence principles and tactics within a gameTournaments over last 2 weeks of games unitsLearn standing triple jump technique in athletics, develop javelinOrienteering –rear grounds large field – copy controls – take responsibilityShelter BuildingVideo clips of performance – at beginning of unit used to motivate improvement – record and compare at endOnce 25m achieved, further develop self rescue techniques. Introductory lifesaving sessions for HAPParticipate in a PE club for at least one term in the year | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content**Stoke Hill Objective** | E-Safety- creating posters on iPads and laptopsMicrosoft Word checklist at the beginning of the year to assess basic skills of the childrenCoding- hour of code website to research and understand how it works.Create their own game using Scratch |
| Year 6 | Use running, jumping, catching and throwing in isolation and in combinationPlay competitive games, applying basic principlesDevelop flexibility and control in gym, dance and athleticsTake part in Outdoor and Adventurous activitiesCompare performances to achieve personal bests**Stoke Hill Objective**  | 400m run, Hammer throw, Discus More refined use of combinations in games situationsInvasion games – attack/defence Spatial awarenessYear group tournament Develop refereeing skillsDevelop sequences in small groupsHeatree House Clip and ClimbTent pitchingCamp fire & marshmallows/dampersGolden Mile, hammer and discus throws Fitness – improve circuit training scoresVideo analysis – before and after during games lessons Organise Sports afternoon for Year 3 to buddy up with Year 6 | Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and informationUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Flappy birds research followed by game making using Scratch2 Use of VideoFXLaptops &IPads to support wider learning throughout. Use of Poplett for Science revision.Use of Word (tables) and Excel (graphs) for data in Maths.Year assemblies + e-safety day. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 3  | Ball SkillsGym | Tag RugbyDance | HockeyGym | SwimmingFootball | Outdoor & AdventurousTennis | AthleticsCricket |
| Year4 | SwimmingGym | NetballDance | Tag RugbyGym | Football or HockeyOutdoor & Adventurous | CricketTennis | AthleticsRounders |
| Year5 | Tag RugbyGym | SwimmingDance | FootballOutdoor & Adventurous | HockeyNetball | CricketTennis | AthleticsRounders |
| Year6 | HockeyGym | Tag RugbyOutdoor & Adventurous | FootballFitness | NetballDance | TennisCricket | AthleticsRounders |