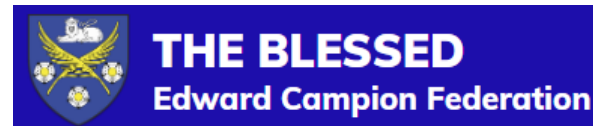
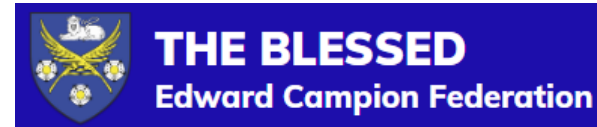


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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Session 1	Me and Myself	Movement Development	Throwing and catching	Ball Skills	Fun and Games	Working with others
	Forest School	Strength, balance and working with others	Strength, balance and working with others	Strength, balance and working with others	Strength, balance and working with others	Strength, balance and working with others	Strength, balance and working with others
Year 1	Session 1	Building blocks of dance – Action/Space/Dynamics/Relationships	Playground games - Lunchtime Games Archives - PE Planning	Gymnastics	Football	Athletics	Tennis
	Forest School	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering
Year 2	Session 1	Building blocks of dance – Action/Space/Dynamics/Relationships	Cricket (Chance to Shine)	Gymnastics	Football	Athletics	Basketball
	Forest School	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering	Outdoor and Adventure – orienteering
Year 3	Session 1	Swimming / Football	Swimming / Football	Dodgeball	Tennis	Athletics	Football
	Session 2	Dance	Cricket (Chance to Shine)	Forest School / Gymnastics (when weather doesn't allow)	Forest School	Forest school	Forest school
Year 4	Session 1	Football	Tag Rugby	Swimming	Swimming	Athletics	Rounders
	Session 2	Dance	Cricket (Chance to Shine)	Gymnastics	Tennis	Basketball	Team building exercises
Year 5	Session 1	Games – Football	Tag Rugby	Dodgeball	Netball	Swimming / Basketball	Swimming / Team building exercises
	Session 2	Dance – indoors	Cricket (Chance to Shine)	Gymnastics	Tennis	Athletics / Basketball	Rounders
Year 6	Session 1	Swimming (booster) / Football	Swimming (booster) / Football	Swimming (booster) / Dodgeball	Swimming (booster) / Netball / Basketball	Athletics	Rounders

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	Session 2	Dance / Orienteering (completed at Arthog)	Cricket (Chance to Shine)	Gymnastics	Tennis	Outdoor and Adventure – Jogging and walking for well-being TBC cross country/out of school	Royal Ballet dance unit Royal Ballet and Opera Schools linked to play
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Key Assessment Criteria

An EYFS sports person

Personal, Social and Emotional Development	Physical Development
Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Gross Motor Skills - 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.
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. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	

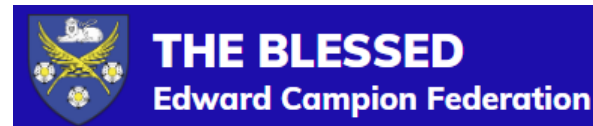
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THE BLESSED
Edward Campion Federation

In Year 1, we are working on these physical skills:	In Year 2, we are working on these physical skills:	In Year 3, we are working on these physical skills:
<u>Games</u> • I can throw underarm. • I can hit a ball with a bat. • I can move and stop safely. • I can throw and catch with both hands. • I can throw and kick in different ways. <u>Gymnastics</u> • I can make my body curled, tense, stretched and relaxed. • I can control my body when travelling and balancing. • I can copy sequences and repeat them. • I can roll, curl, travel and balance in different ways. <u>Dance</u> • I can move to music. • I can copy dance moves. • I can perform my own dance moves. • I can make up a short dance. • I can move safely in a space. <u>General</u> • I can copy actions. • I can repeat actions and skills. • I can move with control and care. • I can use equipment safely.	<u>Games</u> • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can use one tactic in a game. • I can follow simple rules. <u>Gymnastics</u> • I can plan and perform a sequence of movements. • I can improve my sequence based on feedback. • I can think of more than one way to create a sequence which follows some 'rules'. • I can work on my own and with a partner. <u>Dance</u> • I can change rhythm, speed, level and direction in my dance. • I can dance with control and coordination. • I can make a sequence by linking sections together. • I can use dance to show a mood or feeling. <u>General</u> • I can copy and remember actions. • I can talk about what is different from what I did and what someone else did.	<u>Games</u> • I can throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. <u>Gymnastics</u> • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. • I can compare and contrast gymnastic sequences. <u>Dance</u> • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group. • I can repeat, remember and perform phrases. <u>Athletics</u> • I can run at fast, medium and slow speeds; changing speed and direction. • I can take part in a relay, remembering when to run and what to do. <u>Outdoor and adventurous</u> • I can follow a map in a familiar context. • I can use clues to follow a route. • I can follow a route safely.

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In Year 4, we are working on these physical skills:	In Year 5, we are working on these physical skills:	In Year 6, we are working on these physical skills:
<u>Games</u> • I can catch with one hand. • I can throw and catch accurately. • I can hit a ball accurately with control. • I can keep possession of the ball. • I can vary tactics and adapt skills depending on what is happening in a game. <u>Gymnastics</u> • I can work in a controlled way. • I can include change of speed and direction. • I can include a range of shapes. • I can work with a partner to create, repeat and improve a sequence with at least three phases. <u>Dance</u> • I can take the lead when working with a partner or group. • I can use dance to communicate an idea. <u>Athletics</u> • I can run over a long distance. • I can sprint over a short distance. • I can throw in different ways. • I can hit a target. • I can jump in different ways. <u>Outdoor and adventurous</u> • I can follow a map in a (more demanding) familiar context. • I can follow a route within a time limit.	<u>Games</u> • I can gain possession by working a team. • I can pass in different ways. • I can use forehand and backhand with a racket. • I can field. • I can choose a tactic for defending and attacking. • I can use a number of techniques to pass, dribble and shoot. <u>Gymnastics</u> • I can make complex extended sequences. • I can combine action, balance and shape. • I can perform consistently to different audiences. <u>Dance</u> • I can compose my own dances in a creative way. • I can perform to an accompaniment. • My dance shows clarity, fluency, accuracy and consistency. <u>Athletics</u> • I can show control when taking off and landing. • I can throw with accuracy. • I can combine running and jumping. <u>Outdoor and adventurous</u> • I can follow a map in an unknown location. • I can use clues and a compass to navigate a route. • I can change my route to overcome a problem. • I can use new information to change my route.	<u>Games</u> • I can confidently pass in different ways. • I can play to some official rules. • I can explain rules. • I can umpire. • I can make a team and communicate a plan. • I can lead others in a game situation. <u>Gymnastics</u> • I can combine my own work with that of others. • I can link sequences to specific timings. <u>Dance</u> • I can develop sequences in a specific style. • I can choose my own music and style. <u>Athletics</u> • I can demonstrate stamina. <u>Outdoor and adventurous</u> • I can plan a route and a series of clues for someone else. • I can plan with others taking account of safety and danger.

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Alongside our physical wellbeing, we develop our mental wellbeing skills by linking on of our Catholic Virtues:

Humility – Use our talents to coach others

Charity – Share resources and take turns

Courage – Try new skills

Justice – Follow the rules of the game

Faith – Keep going even if you're losing

Hope – Encourage your team mates to keep improving

Respect – Listen to the leader or referee and use kind words and hands