



Hensingham Primary School

PE Long Term Plan 2026/27

Based on GetSet4PE, with Hive adapted through EQUALS curriculum principles

What this long-term plan is based on

- GetSet4PE-style PE progression: a broad and balanced primary PE offer built around dance, gymnastics, fundamentals, games, athletics and outdoor/adventurous learning, with clear development of physical skills, thinking skills, social skills and personal skills.
- Whole-school consistency: Autumn 1 is Dance for all classes, Autumn 2 is Gymnastics for all classes, and Summer 2 is Athletics/Sports Day preparation for all classes.
- One main sport or PE focus per half term: each class follows the same whole-school theme where appropriate, with age-related progression in skill complexity and independence.
- Hive pathway: adapted from GetSet4PE themes and blended with EQUALS principles, including sensory regulation, body awareness, communication, turn-taking, functional movement, choice-making and independence.
- The plan is intended to support subject leadership, curriculum progression, inclusion and a clear PE offer across EYFS, KS1, KS2 and the Resource Provision.

Implementation note: Teachers should adapt lesson tasks to pupil need, available space/equipment and class profile. Hive outcomes should be personalised and may be assessed through engagement, independence, communication, regulation and physical participation, rather than only sport-specific performance. All planning on scheme.

Assessment note: End-of-unit assessment should consider the skills listed in each box and identify whether pupils are emerging, developing or secure against the relevant age/stage expectations. This is available on GetSet4PE.

Half Term	Whole-School Focus	EYFS Nursery/Reception	Year 1/2	Year 3/4	Year 5	Year 6	Hive Resource Provision
Autumn 1	Dance	Dance: exploring movement to music Skills by end: copy simple actions; move in different ways; use space safely; respond to rhythm, mood and instructions; begin to perform a short movement phrase.	Dance: themes, actions and simple sequences Skills by end: copy and repeat actions; use levels, pathways and directions; count simple beats; work with a partner/group; perform a short sequence with control.	Dance: dynamics, formation and expression Skills by end: create linked phrases; use canon/unison; vary speed, level and direction; show expression; give simple feedback to improve performance.	Dance: choreography and performance quality Skills by end: create longer sequences; use formations, timing, transitions and dynamics; perform with expression and control; evaluate and refine choreography.	Dance: performance, precision and leadership Skills by end: choreograph structured routines; use complex formations and transitions; perform with accuracy and confidence; lead parts of group work; refine using feedback.	Topic: Movement, Music and Me Skills by end: engage in movement to music; copy or respond to adult-led actions; explore body awareness, levels and directions; regulate through movement; make choices; participate alongside others.
Autumn 2	Gymnastics	Gymnastics: travelling, shapes and balance Skills by end: explore shapes; balance with support; travel over/under/around equipment; jump and land safely; follow simple safety routines.	Gymnastics: shapes, balances, jumps and rolls Skills by end: perform basic shapes and balances; travel in different ways; jump and land safely; link 2-3 actions into a short sequence.	Gymnastics: sequences and control Skills by end: use balances, rolls, jumps and travelling actions; link movements smoothly; use levels and direction; perform with increased body tension and control.	Gymnastics: complex sequences and partner work Skills by end: use counterbalance/counter-tension; link complex actions; show strength and flexibility; evaluate sequence quality and improve control.	Gymnastics: flight, flow and precision Skills by end: refine rolls, balances, jumps and transitions; use apparatus safely; create fluent sequences; show precision, strength and controlled performance.	Topic: Balance, Control and Body Awareness Skills by end: explore rolling, rocking, stretching, balancing and travelling; develop core stability; use sensory circuits; move safely on/around equipment; increase independence with routines.
Spring 1	Invasion Games	Simple Games: moving into spaces Skills by end: understand stop/go; move safely around others; carry, roll and pass large equipment; begin to recognise simple game roles.	Invasion Games: sending, receiving and space Skills by end: pass and receive; move into space; understand attacker/defender roles; follow simple rules; work as part of a team.	Invasion Games: passing, marking and tactics Skills by end: pass with accuracy; dodge and mark; find and create space; apply simple attacking/defending tactics in small-sided games.	Invasion Games: hockey/football principles Skills by end: dribble, pass and receive under pressure; support teammates; defend space; use tactics and communication in conditioned games.	Invasion Games: tactical game play Skills by end: select appropriate passes; maintain possession; transition between attack/defence; lead and communicate; apply rules in competitive games.	Topic: People, Partners and Teamwork Skills by end: work beside or with a partner; roll/pass objects; take turns; wait; respond to adult/peer cues; begin to follow very simple game rules.
Spring 2	Net/Wall Games	Ball Skills: throwing, catching and aiming Skills by end: roll, throw, catch, bounce and kick; aim at large targets; track moving objects; use hands and feet with increasing control.	Net/Wall Introduction: ready position and returning Skills by end: send objects over a line/net; use underarm throws or simple strikes; move into position; begin to rally cooperatively.	Tennis/Badminton: rallying and placement Skills by end: use ready position; strike with control; return after one bounce where appropriate; aim into spaces; begin to use simple tactics.	Net/Wall Games: accuracy and tactics Skills by end: serve, rally and return with control; direct shots; recover court position; make tactical choices in modified games.	Net/Wall Games: competitive application Skills by end: sustain rallies; vary shots; exploit space; apply scoring systems; officiate and evaluate tactical decisions.	Topic: Sending, Receiving and Target Play Skills by end: roll, push, throw or bat objects towards a target; track objects visually; take turns; communicate choices; participate in adapted partner games.
Summer 1	Striking and Fielding	Target and Fielding Games: hit, throw and retrieve Skills by end: throw towards targets; retrieve objects; strike from a tee or hand; understand taking turns in simple games.	Striking and Fielding: batting and fielding roles Skills by end: strike a ball; throw and catch to field; retrieve quickly; understand batter/fielder roles; follow simple rules.	Crickets/Rounders: tactics and decision-making Skills by end: bowl/underarm feed; strike into space; field using stopping and throwing; make simple tactical decisions; communicate as a team.	Striking and Fielding: accuracy and tactical play Skills by end: bowl with accuracy; strike for placement; field effectively; choose tactics; understand scoring and game roles.	Striking and Fielding: competitive game play Skills by end: apply batting, bowling and fielding tactics; make quick decisions; communicate positions; officiate and evaluate performance.	Topic: Hit, Throw, Collect and Choose Skills by end: explore striking, rolling, throwing and collecting; aim at large targets; move to retrieve equipment; practise turn-taking, choice-making and functional movement.
Summer 2	Athletics / Sports Day	Athletics: Sports Day preparation Skills by end: run, jump, throw and balance in simple events; follow start/finish routines; participate with confidence and enjoyment.	Athletics: run, jump and throw Skills by end: run at different speeds; jump for distance; throw for distance/accuracy; take part in relay-style activities and sports day events.	Athletics: technique and personal best Skills by end: sprint, pace, relay, jump and throw with improved technique; measure performance; try to improve personal bests.	Athletics: performance and improvement Skills by end: refine sprinting, pacing, relay changeovers, jumping and throwing; record results; evaluate technique and set personal targets.	Athletics: leadership and competition Skills by end: apply technique across events; lead warm-ups or stations; officiate/measure; compete respectfully; aim for personal bests.	Topic: Celebration, Sports Day and Application Skills by end: take part in adapted races, throwing events, movement circuits and team challenges; follow event routines; make choices; celebrate progress; show confidence and participation.