

Reception – Physical Development aims (Gross motor skills)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Spatial awareness	Children at the expected level of development will negotiate space and obstacles safely, with consideration for themselves and others
Movement	Children at the expected level of development will move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children at the expected level of development will demonstrate strength, balance and coordination when playing

Year 1 and 2- Physical Education aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. **Pupils will be taught to:**

Movement	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 by the end of year 2
Team games	Participate in team games, developing simple tactics for attacking and defending by the end of year 2
Dance	Perform dances using simple movement patterns by the end of year 2

Years 3, 4, 5 and 6 – Physical Education aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. **Pupils will be taught to:**

Movement	Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique and control
Team games	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
Dance	Perform dances using a range of movement patterns
Challenges	Take part in outdoor and adventurous activity challenges both individually and within a team
Self-evaluation	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Swimming	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

Reception, Year 1 and Year 2 curriculum, Year B, 2024-2025.

Term	Reception Autumn	Year 1 Autumn	Year 2 Autumn	Reception Spring	Year 1 Spring	Year 2 Spring	Reception Summer	Year 1 Summer	Year 2 Summer
1 st half	<p>Movement: Coordination Throwing and catching a ball Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Passing a ball Kick an object at a target. Compete and Perform Control my body when performing a sequence of movements. Evaluate Talk about what they have done. Talk about what others have done.</p>	<p>Movement: Throwing and catching Throwing and catching a ball Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and catching. Passing a ball Pass the ball to another player in a game. Use kicking skills in a game. Compete and Perform Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in</p>	<p>Movement: Throwing and catching Throwing and catching a ball Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used Travelling with a ball Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Passing a ball Know how to pass the ball in different ways. Compete and Perform Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self</p>	<p>Movement and spatial awareness: Dance Skills Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase to show their own ideas. Compete and perform Control my body when performing a sequence of movements. Evaluate Talk about what they have done. Talk about what others have done</p>	<p>Dance Skills Copy and repeat actions. Put a sequence of actions together. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise to create a simple dance. Compete and perform Perform using a range of actions and body parts with some coordination. Evaluate Watch and describe performances. Begin to say how they could improve.</p>	<p>Dance Skills Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Compete and perform Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Evaluate Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Movement: running, jumping and throwing Running Run in different ways for a variety of purposes. Jumping Jump in a range of ways, landing safely. Throwing Roll equipment in different ways. Throw underarm. Throw an object at a target. Evaluate Talk about what they have done. Talk about</p>	<p>Movement: running, jumping and throwing Running Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Jumping Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Learn how to combine a hop, step and jump to perform the Improve techniques for jumping for distance. Develop the technique for the standing vertical jump. 11 to one foot, one foot to same</p>	<p>Movement: running, jumping and throwing Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Jumping Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different</p>

		<p>competitive activities and team games.</p> <p>Evaluate</p> <p>Watch and describe the technique of others.</p> <p>Begin to say how they could improve.</p>	<p>and others.</p> <p>Evaluate</p> <p>Watch and describe the technique of others, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>				<p>what others have done.</p>	<p>foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p> <p>Throwing Throw underarm and overarm an object towards a target with increasing accuracy. Increase the distance they can throw.</p> <p>Evaluate</p> <p>Watch and describe the technique of others.</p> <p>Begin to say how they could improve.</p>	<p>distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p>Throwing</p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Evaluate</p> <p>Watch and describe the technique of others, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>
2 nd half	<p>Movement: Gymnastics</p> <p>New skills</p> <p>Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to</p>	<p>Movement: Gymnastics</p> <p>New skills</p> <p>Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence.</p> <p>Recognise and copy</p>	<p>Movement: Gymnastics</p> <p>New skills</p> <p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with</p>	<p>Movement: Travelling with a ball and playing a game</p> <p>Travelling with a ball</p> <p>Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.</p> <p>Using space</p> <p>Move safely around the</p>	<p>Movement: Travelling with a ball and playing a game</p> <p>Travelling with a ball</p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control</p>	<p>Movement: Travelling with a ball and playing a game</p> <p>Travelling with a ball</p> <p>Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p>Using space</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or</p>	<p>Movement and spatial awareness: Team games</p> <p>Striking and hitting a ball</p> <p>Use hitting skills in a game. Practise basic striking, sending and receiving.</p> <p>Travelling with a ball</p> <p>Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.</p> <p>Attacking and defending</p> <p>Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use</p>	<p>Movement and spatial awareness: Team games</p> <p>Striking and hitting a ball</p> <p>Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p> <p>Travelling with a ball</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p> <p>Attacking and defending</p> <p>Begin to use the terms</p>	

<p>another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p> <p>Rolls</p> <p>Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll</p> <p>Jumps</p> <p>Straight jump Tuck jump Jumping jack Half turn jump</p> <p>Bunny hop</p> <p>Bunny hop</p> <p>Tiptoe, step, jump and hop</p> <p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Standing Balances</p> <p>Standing balances</p> <p>Compete/perform</p> <p>Control my body</p>	<p>contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p> <p>Rolls</p> <p>Log roll (controlled) Curled side roll (egg roll) Teddy bear roll (controlled)</p> <p>Jumps</p> <p>Straight jump Tuck jump Jumping jack Half turn jump</p> <p>Vaults</p> <p>Hurdle step onto springboard Hurdle step onto springboard Squat on vault Hurdle step onto springboard Hurdle step onto springboard</p> <p>Curled side roll (egg roll) Teddy bear roll (controlled)</p> <p>Jumps</p> <p>Straight jump Tuck jump Jumping jack Half turn jump</p> <p>Vaults</p> <p>Straight jump off springboard</p>	<p>increasing control and care</p> <p>Rolls</p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll</p> <p>Jumps</p> <p>Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring</p> <p>Vaults</p> <p>Hurdle step onto springboard Hurdle step onto springboard Squat on vault Hurdle step onto springboard Hurdle step onto springboard</p> <p>15 Straight jump off springboard</p> <p>Tuck jump off springboard</p> <p>Bunny hop</p> <p>Bunny hop Front support wheelbarrow with partner T-lever Scissor kick</p> <p>Tiptoe, step, jump and hop</p> <p>Tiptoe, step, jump and hop Hopscotch Skipping</p>	<p>space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p> <p>Attacking and defending</p> <p>Play a range of chasing games.</p> <p>Tactics and rules</p> <p>Follow simple rules.</p> <p>Compete and Perform</p> <p>Participate in simple games.</p> <p>Evaluate</p> <p>Talk about what they have done. Talk about what others have done</p>	<p>and fluency</p> <p>Using space</p> <p>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p>Attacking and defending</p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p>Tactics and rules</p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender. Use</p>	<p>courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p> <p>Attacking and defending</p> <p>Begin to use the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Tactics and rules</p> <p>Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p>Evaluate</p> <p>Watch and describe the technique of others, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>(side to side, forwards and backwards) with control and fluency</p> <p>Compete and Perform</p> <p>Participate in simple games.</p> <p>Evaluate</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>simple attacking skills such as dodging to get past a defender.</p> <p>Tactics and rules</p> <p>Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p>Evaluate</p> <p>Watch and describe the technique of others. Begin to say how they could improve.</p>	<p>attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p>Tactics and rules</p> <p>Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p>Evaluate</p> <p>Watch and describe the technique of others, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>
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<p>when performing a sequence of movements.</p> <p>Evaluate</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>Bunny hop</p> <p>Bunny hop Front support</p> <p>wheelbarrow with partner</p> <p>Tiptoe, step, jump and hop</p> <p>Tiptoe, step, jump and hop Hopscotch</p> <p>Skipping Galloping</p> <p>Standing Balances</p> <p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Compete/ perform</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p> <p>Evaluate</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Bunny hop</p> <p>Bunny hop Front support</p> <p>wheelbarrow with partner</p> <p>Tiptoe, step, jump and hop</p> <p>Tiptoe, step, jump and hop Hopscotch</p> <p>Skipping Galloping</p> <p>Standing Balances</p> <p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Compete/ perform</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p> <p>Evaluate</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Galloping Straight jump half turn</p> <p>Standing Balances</p> <p>Standing balances</p> <p>Kneeling balances Large body part balances.</p> <p>Balances on apparatus</p> <p>Balances with a partner</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Compete/ perform</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Evaluate</p> <p>Watch and describe the technique of others, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>		<p>simple defensive skills such as marking a player or defending a space.</p> <p>Evaluate</p> <p>Watch and describe the technique of others.</p> <p>Begin to say how they could improve.</p>				
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ONGOING:

Health and fitness:

Reception- Describe how the body feels when still and when exercising.

Year 1 - Describe how the body feels before, during and after exercise. Carry and place equipment safely.

Year 2 - Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.

Years 3, 4, 5 and 6 – Physical Education aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. **Pupils will be taught to:**

Movement	Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique and control
Team games	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
Dance	Perform dances using a range of movement patterns
Challenges	Take part in outdoor and adventurous activity challenges both individually and within a team
Self-evaluation	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Swimming	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

Autumn term, Year B, 2024.

Term	Year 3 Autumn	Year 4 Autumn	Year 5 Autumn	Year 6 Autumn
1 st half	<p>Movement - Throwing and catching Health and Fitness. Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p>Throwing and catching a ball Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in</p>	<p>Movement - Throwing and catching Health and Fitness. Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p>Throwing and catching a ball Develop different ways of throwing and catching.</p> <p>Striking and hitting a ball Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy</p>	<p>Movement - Throwing and catching Health and Fitness. Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Throwing and catching a ball Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Striking and hitting a ball Use different techniques to hit a ball. Identify and apply techniques for hitting a ball. Explore when different shots are best used. Develop a backhand technique and use it</p>	<p>Swimming: Thursday lesson Improve technique: front crawl, Backstroke, breaststroke, butterfly. Self safe rescue e.g. treading water for 30 seconds, clothed swimming, sculling. Build up distance and stamina to swim 25m.</p> <p>Movement - Throwing and catching Health and Fitness. Understand the importance of warming up and cooling down. Carry out warmups and cooldowns safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p>

	<p>different ways (e.g. high, low, fast or slow). Develop a safe and effective Striking and hitting a ball</p> <p>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p>	<p>and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>in a game. Practise techniques for all strokes.</p>	<p>Throwing and catching a ball</p> <p>Throw and catch accurately and successfully under pressure in a game</p> <p>Striking and hitting a ball</p> <p>Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.</p>
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<p>2nd half</p>	<p>Movement: Gymnastics Health and Fitness. Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Skills Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Rolls Crouched forward roll Forward roll from standing Tucked backward roll Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half turn Cat leap Vault Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p>	<p>Movement: Gymnastics Health and Fitness. Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Skills Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. Rolls Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half turn Straight jump</p>	<p>Swimming: Thursday lessons Improve technique: front crawl, Backstroke, breaststroke, butterfly. Expand knowledge of water safety, perform self rescue skills - star floats, treading water, HELP and huddle positions. Submerging, sculling, perfect leg kicks for all 4 strokes. Travel 10m using choice of stroke. Movement: Gymnastics Health and Fitness. Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Skills Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences. Rolls</p>	<p>Movement: Gymnastics Health and Fitness. Understand the importance of warming up and cooling down. Carry out warmups and cooldowns safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Skills Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Rolls Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll. Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half turn Straight jump full turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap Vault Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault Bunny hop Lunge into cartwheel Lunge into round-off Hurdle step</p>
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<p>Bunny hop Handstand Lunge into handstand Cartwheel</p> <p>Tiptoe, step, jump and hop Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap</p> <p>Standing Balances Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/ perform Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>full urn Cat leap Cat leap half-turn</p> <p>Vault Hurdle step onto springboard. Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off.</p> <p>Bunny hop Lunge into handstand Lunge into cartwheel</p> <p>Tiptoe, step, jump and hop Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p>Standing Balances 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/ perform Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p>	<p>Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half turn Straight jump fullturn Cat leap Cat leap half-turn Split leap</p> <p>Vault Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through va</p> <p>Bunny hop Lunge into handstand Lunge into cartwheel Lunge into round-off</p> <p>Tiptoe, step, jump and hop Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p>Standing Balances 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/ perform Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Hurdle step into cartwheel Hurdle step into round-off</p> <p>Tiptoe, step, jump and hop Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot</p> <p>Standing Balances 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of partweight partner balances Group formations Pike, tuck, star straight, straddle shapes Front and back support</p> <p>Compete/ perform Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.</p>
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Spring term, 2025

Term	Year 3 Spring	Year 4 Spring	Year 5 Spring	Year 6 Spring
1 st half	<p>Dance Health and Fitness. Describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p>Skills Begin to improvise with a partner to create a simple dance. Create dances from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.</p> <p>Compete and perform Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p>	<p>Dance Health and Fitness Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p>Skills Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self -evaluation. Use simple dance vocabulary when comparing and improving work.</p> <p>Compete and perform Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p>Evaluate Watch, describe and evaluate the</p>	<p>Dance Health and Fitness Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Skills Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary.</p> <p>Compete and perform Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performances. Explain why they have</p>	<p>Dance Health and Fitness Understand the importance of warming up and cooling down. Carry out warmups and cooldowns safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p> <p>Skills Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p>

		<p>effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p>Swimming: Thursday lesson Improve technique: front crawl, Backstroke, breaststroke, butterfly. Expand knowledge of water safety, perform self rescue skills - star floats, treading water, HELP and huddle positions. Improve rotations and floatation ability. Travel 10m on front or back.</p>	<p>used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Compete and perform Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
2 nd half	<p>Challenges and playing a game</p> <p>Passing a ball Pass the ball in two different ways in a game situation with some success.</p> <p>Possession Know how to keep and win back possession of the ball in a team game.</p> <p>Using space Find a useful space and get into it to support teammates</p> <p>Attacking and defending Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p> <p>Tactics and rules Apply and follow rules fairly. Understand and begin to apply the</p>	<p>Swimming: Thursday lesson As previous half term</p> <p>Challenges and continuation of learning planned for half term Spring 1st half when they are swimming for one of the 2 lessons (Dance)</p> <p>Passing a ball Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Possession Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Using space Make the best use of space to pass and receive the ball.</p> <p>Attacking and defending</p>	<p>Challenges and playing a game</p> <p>Passing a ball Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Possession Keep and win back possession of the ball effectively in a team game.</p> <p>Using space Demonstrate an increasing awareness of space.</p> <p>Attacking and defending Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Tactics and rules Know when to pass and when to dribble in a game. Devise and adapt rules to create their</p>	<p>Challenges and playing a game Second half of learning planned for Autumn 1st half term when they are swimming for one of the 2 lessons (Throwing and catching)</p> <p>Passing a ball Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Possession Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Using space Demonstrate a good awareness of space.</p> <p>Attacking and defending Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Tactics and rules</p>

	<p>basic principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p>Compete and Perform</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner</p>	<p>Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p>Tactics and rules</p> <p>Vary the tactics they use in a game. Adapt rules to alter games.</p> <p>Compete and Perform</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p>	<p>own game.</p> <p>Compete and Perform</p> <p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p>
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Summer term, 2025

Term	Year 3 Summer	Year 4 Summer	Year 5 Summer	Year 6 Summer
1 st half	<p>Movement: running and jumping Health and Fitness</p> <p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cooldown.</p> <p>Running</p> <p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on</p>	<p>Movement: running and jumping Health and Fitness</p> <p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Running</p> <p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly</p> <p>Jumping</p>	<p>Movement: running and jumping Health and Fitness</p> <p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Running</p> <p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in</p>	<p>Swimming: Thursday lesson</p> <p>Improve technique: front crawl, Backstroke, breaststroke, butterfly.</p> <p>Self safe rescue e.g. treading water for 30 seconds, clothed swimming, sculling.</p> <p>Build up distance and stamina to swim 25m.</p> <p>Movement: running and jumping Health and Fitness.</p> <p>Understand the importance of warming up and cooling down. Carry out warmups and cooldowns safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p>

	<p>trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Jumping</p> <p>Use one and two feet to take off and land with. Show an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p>	<p>Perform the triple jump by combining a hop, step and jump. Land with control.</p>	<p>order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Jumping</p> <p>Improve techniques to jump further distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques</p>	<p>Running</p> <p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Jumping</p> <p>Use an effective technique for standing long jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
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<p>2nd half</p>	<p>Team games and challenges Health and Fitness Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cooldown. Travelling with a ball Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Passing a ball Pass the ball in two different ways in a game situation with some success. Possession Know how to keep and win back possession of the ball in a team game. Using space Find a useful space and get into it to support teammates Attacking and defending Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Tactics and rules Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. Compete and Perform</p>	<p>Team games and challenges Health and Fitness Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Travelling with a ball Move with the ball using a range of techniques showing control and fluency. Passing a ball Pass the ball with increasing speed, accuracy and success in a game situation. Possession Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Using space Make the best use of space to pass and receive the ball. Attacking and defending Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Tactics and rules Vary the tactics they use in a game. Adapt rules to alter games. Compete and Perform Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Evaluate Watch, describe and evaluate the</p>	<p>Swimming: Thursday lesson Team games and challenges Health and Fitness Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Travelling with a ball Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Passing a ball Pass a ball with speed and accuracy using appropriate techniques in a game situation. Possession Keep and win back possession of the ball effectively in a team game. Using space Demonstrate an increasing awareness of space. Attacking and defending Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Tactics and rules Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Compete and Perform Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Team games and challenges Health and Fitness. Understand the importance of warming up and cooling down. Carry out warmups and cooldowns safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Travelling with a ball Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Passing a ball Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Possession Keep and win back possession of the ball effectively and in a variety of ways in a team game. Using space Demonstrate a good awareness of space. Attacking and defending Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Tactics and rules Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Compete and Perform</p>
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	<p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Evaluate Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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Ongoing:

Self-evaluation	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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