

PE

Know how to:						Know what/key concepts:			
Master basic movements including running, jumping, throwing, and catching KS1	Develop balance, agility, and co-ordination KS1	Participate in team games, develop simple tactics for attacking and defending KS1	Perform dances using simple movement patterns KS1	Use running, jumping, throwing, and catching in isolation and in combination KS2	Play competitive games and apply basic attacking and defending strategies KS2	Develop competence to excel in a broad range of physical activities	Be physically active for sustained periods of time	Engage in competitive sports and activities	Lead healthy, active lives
Develop flexibility, strength, technique, control, and balance (athletics and gymnastics) KS2	Perform dances using a range of movement patterns KS2					<p>Swimming and water safety</p> <ul style="list-style-type: none"> Swim competently, confidently, and proficiently over a distance of at least 25 metres <ul style="list-style-type: none"> Use a range of strokes effectively Perform safe self-rescue in different water-based situations 			

	Autumn	Spring	Summer
EYFS	<p>In the EYFS the children are given opportunities to develop their gross and fine motor skills through the continuous provision. Children have access to both the indoor and outdoor area during their 'busy time'. The children have access to resources such as tweezers, pegs and peg boards, jigsaws and construction kits to help develop their fine motor skills in addition to pencils for drawing and writing, paintbrushes, scissors. Outdoors children have opportunities to develop their gross motor skills such as crawling, climbing, balancing, running, jumping, hopping and building with large blocks. Children have access to playdough to allow them to develop both their fine and gross motor skills. To further develop their gross motor skills nursery, have sessions with a large parachute which supports the development of key shoulder muscles. As the children move into Reception, they continue to develop their physical development skills through the continuous provision with the addition of more formal PE sessions. Through PE lessons children are able to:</p> <ul style="list-style-type: none"> Refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination, and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball <p>In Reception children also have more formal handwriting sessions to support them in developing a handwriting style that is fast, accurate and efficient. Children are encouraged to use their knife and fork independently and the correct use is modelled.</p> <p>By the end of Reception, it is expected that children can:</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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 <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 		

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Key Stage 1

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 should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 1	<p>Team games</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical, be physically active for sustained periods of time.</p> <p>Know how to: Master basic movements including running, jumping, and catching. Participate in team games, develop simple tactics for attacking and defending.</p> <p>Key questions: Can I participate in team games? Can I work with others? Can I communicate with my peers?</p> <p>Key vocabulary: attack, defend, forwards, block, tackle, catch, grip, pivot, pass</p> <p>Cross curricular links: PSHE –</p>	<p>Team games</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical, be physically active for sustained periods of time.</p> <p>Know how to: Master basic movements including running, jumping, throwing, and catching. Participate in team games, develop simple tactics for attacking and defending.</p> <p>Key questions: Can I participate in team games? Can I work with others? Can I communicate with my peers?</p> <p>Key vocabulary: attack, defend, forwards, block, tackle, catch, grip, pivot, pass</p> <p>Cross curricular links: PSHE –</p>	<p>Bat and ball skills</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical, be physically active for sustained periods of time.</p> <p>Know how to: Master basic movements including running, jumping, throwing, and catching.</p> <p>Key questions: Can I throw a ball under arm? Can I catch a ball with 2 hands? Can I use a bat to hit a ball?</p> <p>Key vocabulary: bat, ball, catch, throw, underarm.</p>	<p>Balance</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical, be physically active for sustained periods of time.</p> <p>Know how to: Develop balance, agility, and co-ordination.</p> <p>Key questions: Can I perform a balance for 5 seconds? Can I perform a balance on one leg/ one hand? Can I perform a sequence of balances?</p> <p>Key vocabulary: high, low, balance, perform.</p> <p>Links to Prior Learning: EYFS Gross Motor Skills</p>	<p>Gymnastics</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical, be physically active for sustained periods of time.</p> <p>Know how to: Develop balance, agility, and co-ordination</p> <p>Key questions: Can I create different shapes with my body? Can I travel in different ways around a space? Can I travel safely along different apparatus? Can I copy a sequence?</p> <p>Key vocabulary: tuck, roll, stretch, bend, low, high, balance,</p>	<p>Team games (Netball)</p> <p>Key concept/Skill: Working in a team. Throwing and catching</p> <p>Know how to: Master basic movements including running, jumping, throwing, and catching. Participate in team games, develop simple tactics for attacking and defending.</p> <p>Key questions: Can I understand how working in a team can achieve a goal more easily?</p> <p>Key Vocab: Netball, bounce, pass, catch, throw.</p>	<p>Dance</p> <p>Dance of the miners going down the mine (children as miners, machines etc)</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical activities</p> <p>Know how to: Develop balance, agility, and co-ordination, Perform dances using simple movement patterns.</p> <p>Key questions: Can I listen to a new song and think about simple movements to match? Can I co-ordinate my different movements with the music? Can I put together my movements to make a dance routine?</p>	<p>Outdoor Athletics</p> <p>Key concept/Skill: Develop skills to apply in different situations for running, skipping, jumping and throwing</p> <p>Know how to: Master basic movements including running, jumping, throwing, and catching</p> <p>Key questions: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects?</p> <p>Key vocabulary: forwards, move, high knees, jump,</p> <p>Links to Prior Learning: Gross motor development in EYFS.</p>	<p>Multi skills</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical, be physically active for sustained periods of time.</p> <p>Know how to: Master basic movements including running, jumping, throwing, and catching.</p> <p>Key questions: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects?</p>	<p>Outdoor Athletics</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical, be physically active for sustained periods of time.</p> <p>Know how to: Master basic movements including running, jumping, throwing, and catching</p> <p>Key questions: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects?</p>	<p>Gymnastics</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical, be physically active for sustained periods of time.</p> <p>Know how to: Develop balance, agility, and co-ordination.</p> <p>Key questions: Can I hold a position for 5 seconds? Can I travel in a variety of ways? Can I learn a variety of ways to travel?</p> <p>Key vocabulary: Points Balance Still Travel</p>	<p>Athletics</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical, be physically active for sustained periods of time.</p> <p>Know how to: Master basic movements including running, jumping, throwing, and catching</p> <p>Key questions: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects?</p> <p>Key vocabulary: forwards,</p>

	<p>communicate with my peers?</p> <p>Key vocabulary: attack, defend, forwards, block, tackle, catch, grip, pivot, pass</p> <p>Cross curricular links: PSHE – working together.</p> <p>Links to Prior Learning: Gross motor development in EYFS.</p>	<p>working together.</p> <p>Links to Prior Learning: Gross motor development in EYFS.</p>	<p>Links to Prior Learning: EYFS Gross Motor Skills</p>			<p>Cross curricular links: PHSE – relationships - respect</p> <p>Links to Prior Learning: Gross motor development in EYFS.</p>	<p>Key vocabulary: Levels, Rhythm, balance</p> <p>Cross curricular links: Linked to the Topic work of miners in the salt mines</p> <p>Links to Prior Learning: Responding to rhythm development in EYFS</p>		<p>Can I jump in different ways?</p> <p>Key vocabulary: Jump, throw, run, sprint, movement.</p> <p>Links to Prior Learning: EYFS Gross Motor Skills</p>	<p>Key vocabulary: forwards, move, high knees, jump,</p> <p>Links to Prior Learning: EYFS Gross Motor Skills</p>	<p>Links to Prior Learning: Gross motor development in EYFS.</p>	<p>move, high knees, jump,</p> <p>Links to Prior Learning: EYFS Gross Motor Skills</p>
Year 2	<p>Dance</p> <p>Key concept/Skill: To develop sequencing of movements and patterns to fit a piece of music. Know how to: Perform different sequences of movements and patterns to a piece of music thinking about timing, speed, height and paired work. Key questions: Can I travel around the hall using</p>	<p>Movement</p> <p>Key concept/Skill: Running in a straight line – looking forward – using arms to propel forwards Jumping both 1 foot and 2 footed, bending knees to land safely on feet. To throw under and over arm to a target at varying distances using a range of objects (bean bags, balls, javelin). To be able to catch an object (beanbag, ball).</p>	<p>Gymnastics</p> <p>Key concept/Skill: To perform different shapes with their body. To balance and travel in different ways along different surfaces/ heights. To explore rolls, climbing and jumps from different heights. Know how to: To create different shapes with their bodies. Perform rolls safely. To</p>	<p>Attacking and defending/ Games</p> <p>Key concept/Skill: to participate in team games focusing on attacking and defending skills. Know how to: work as a team player in games. To use skills to attack in a team game. To use skills to defend in a team game. Key questions: Can I participate in team games? Can I perform skills to attack</p>	<p>Gymnastics</p> <p>Key concept/Skill: To perform different shapes with their body. To balance and travel in different ways along different surfaces/ heights. To explore rolls, climbing and jumps from different heights. Know how to: To create different shapes with their bodies. Perform rolls safely. To travel in different ways (heights/</p>	<p>Bat/ ball skills Games</p> <p>Key concept/Skill: to participate in team games focusing on ball and bat control Know how to: hold a bat correctly to hit a ball. To know how to throw a ball under arm. To catch a ball travelling towards us. Key questions: Can I control a ball? Can I hit a ball</p>	<p>Jumping</p> <p>Key concept/Skill: To perform different types of jumps. To perform 1 foot and 2 feet jumps. To jump from different heights. To land a jump safely. Know how to: To perform 1 foot and 2 feet jumps. To perform different jumps including straight, star, tuck, triple. To land a jump safely. To jump from apparatus at different heights.</p>	<p>Team games netball/ basketball</p> <p>Key concept/Skill: to participate in team games focusing on attacking and defending skills. To control a ball through passing and catching. Know how to: work as a team player in games. To use skills to attack in a team game. To use skills to defend in a team game. Key questions: Can I participate in team games?</p>	<p>Indoor Athletics</p> <p>Key concept/Skill: Develop skills to apply in different situations for running, skipping, jumping and throwing Know how to: Run in a straight line. To perform skipping whilst travelling forwards. To perform balances</p>	<p>Outdoor Athletics</p> <p>Key concept/Skill: Develop skills to apply in different situations for running, skipping, jumping and throwing Know how to: Run in a straight line. To perform skipping whilst travelling forwards. To perform balances</p>	<p>Indoor Athletics</p> <p>Key concept/Skill: Develop skills to apply in different situations for running, skipping and throwing Know how to: Run in a straight line. To perform skipping whilst travelling forwards. To perform balances Key questions:</p>	<p>Outdoor adventure</p> <p>Key concept/Skill: To follow directions and explore new environments through orienteering. To understand how their body feels before, during and after exercise. Know how to: To be able to follow directions given by others and</p>

<p>different movements? Can I create different shapes with my body? Can I sequence movements together to create a routine? Can I perform a dance routine to music? Can I give feedback to my peers about their routine?</p> <p>Key vocabulary: speed, height, freeze frame, mirroring</p> <p>Cross curricular links: Music – tempo, speed.</p> <p>Links to Prior Learning: Y1 dance - Perform dances using simple movement patterns, moving to music</p>	<p>Know how to: perform different movements including running, jumping, throwing and catching.</p> <p>Key questions: Can I run in a straight line? Can I look where I am going whilst running? Can I perform a 2 footed jump? Can I perform a standing long jump? Can I perform a triple jump? Can I throw an object into a target area? Can I catch a ball which is being thrown to me?</p> <p>Key vocabulary: speed, forwards, stretch, open hands, distance, target, reach, land</p> <p>Cross curricular links: Maths – teach active lessons incorporate movement. Science – understanding of health and how the body works. PSHE – understanding how our brain controls our body and how exercise makes us feel.</p>	<p>travel in different ways (heights/ apparatus) To travel, balance and jump on apparatus safely.</p> <p>Key questions: Can I create different shapes with my body? Can I travel in different ways around a space? Can I travel safely along different apparatus? Can I copy a sequence?</p> <p>Key vocabulary: tuck, roll, stretch, bend, low, high, balance,</p> <p>Links to Prior Learning: Y1 Make different shapes with their body, show relaxed and tense positions. Use different balancing and travelling techniques. Copy a sequence.</p>	<p>in a team game? Can I perform skills to defend in a team game?</p> <p>Key vocabulary: attack, defend, forwards, block, tackle,</p> <p>Cross curricular links: PSHE – working together.</p> <p>Links to Prior Learning: Y1 Participate in team games, developing simple tactics for attacking and defending</p>	<p>apparatus) To travel, balance and jump on apparatus safely.</p> <p>Key questions: Can I create different shapes with my body? Can I travel in different ways around a space? Can I travel safely along different apparatus? Can I copy a sequence?</p> <p>Key vocabulary: tuck, roll, stretch, bend, low, high, balance,</p> <p>Links to Prior Learning: Y1 Make different shapes with their body, show relaxed and tense positions. Use different balancing and travelling techniques. Copy a sequence.</p>	<p>using a bat? Can I throw a ball under arm? Can I take part in a bat and ball team game?</p> <p>Key vocabulary: throw, hit, strike, underarm, catch, control</p> <p>Cross curricular links: PSHE – working together.</p> <p>Links to Prior Learning: Y1 Participate in team games, developing control of balls and using bats to strike a ball.</p>	<p>Key questions: Can I complete a straight jump? Can I complete a tuck jump? Can I complete a long jump? Can I complete a triple jump? Can I perform a sequence of jumps? Can I complete jumps from different heights and apparatus?</p> <p>Key vocabulary: tuck, straight, triple jump, land, bend, hop, skip,</p> <p>Cross curricular links: maths – measuring the length of jumps</p> <p>Links to Prior Learning: Y1 To perform some different jumps. To perform a sequence.</p>	<p>Can I perform skills to attack in a team game? Can I perform skills to defend in a team game?</p> <p>Key vocabulary: attack, defend, forwards, block, tackle, catch, grip, pivot, pass</p> <p>Cross curricular links: PSHE – working together.</p> <p>Links to Prior Learning: Yr 1 Participate in team games, developing simple tactics for attacking and defending</p>	<p>without aid.</p> <p>Key questions: Can I run in a straight line? Can I skip whilst moving forwards?</p> <p>Can I balance without aids? Can I jump over objects?</p> <p>Key vocabulary: forwards, move, high knees, jump,</p> <p>Links to Prior Learning: Y1 Focus on building movement skills – running, skipping, balance</p>	<p>without aid.</p> <p>Key questions: Can I run in a straight line? Can I skip whilst moving forwards?</p> <p>Can I balance without aids? Can I jump over objects?</p> <p>Key vocabulary: forwards, move, high knees, jump,</p> <p>Links to Prior Learning: Y1 Focus on building movement skills – running, skipping, balance</p>	<p>Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects?</p> <p>Key vocabulary: forwards, move, high knees, jump,</p> <p>Cross curricular links:</p>	<p>in written form to find their way around a new environment.</p> <p>Key questions: Can I follow directions given by others? Can I give directions to others? Can I describe what happens to my body before I do exercise? Can I describe what happens to my body during exercise? Can I describe what happens to my body after exercise?</p> <p>Key vocabulary: heart rate, pulse, beat, energy, left, right, forwards, backwards, north, south, west, east</p> <p>Cross curricular links: Geography</p>
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		<p>Links to Prior Learning: Y1 Running, jumping, throwing and catching, as well as developing balance, agility and co-ordination</p>											<p>– exploring maps Links to Prior Learning: Yr 1 To move in a range of directions, explore new environments</p> <p>Links to Prior Learning: Yr 1 Describe how their body feels and changes during exercise</p>
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Key Stage 2
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 should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety
All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught to:

- 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 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 3	<p>Swimming</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance Know how to: Swim competently,</p>	<p>Multi-Skills</p> <p>Key concept: range of physical activities Know how to: Use running, jumping, throwing,</p>	<p>Swimming</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance Know how to: Swim competently, confidently, and proficiently over a distance of at least 25 metres,</p>	<p>Hockey</p> <p>Key concept: Competitive sports, physical activity Know how to: Attacking</p>	<p>Gymnastics</p> <p>Key concept: Broad range of physical activities Know how to: Develop</p>	<p>Basketball/ Netball</p> <p>Key concept: Competitive sports, physical activity Know how to: Attacking/d</p>	<p>Gymnastics</p> <p>Key concept: Broad range of physical activities Know how to: Key questions:</p>	<p>Tag Rugby</p> <p>Key concept: Competitive sports, physical activity Know how to: Attacking/defending strategies</p>	<p>Dance</p> <p>Key concept: Broad range of physical activities Know how to: Perform dances using a range of patterns Key questions: Can I show</p>	<p>Athletics</p> <p>Key concept: Competitive sports, physical activity Know how to: Develop flexibility, control, and technique</p>	<p>Indoor Athletics</p> <p>Key concept: Broad range of physical activities Know how to: Develop flexibility, control, and technique Key questions: Can I improve my running technique</p>	<p>Tennis</p> <p>Key concept: Competitive sports, physical activity Know how to: Develop flexibility, control, and technique</p>

<p>confidently, and proficiently over a distance of at least 25 metres, Use a range of strokes effectively Perform safe self-rescue in different water-based situations</p> <p>Key questions: Can I swim competently for 25m? Can I swim using a range of strokes (backstroke, breaststroke, front crawl, butterfly)?</p> <p>Key vocabulary: swim, kick, float, tuck, turn, breath</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>and catching in isolation and in combination</p> <p>Key questions: Can I learn the different techniques involved in running? Can I practice different throws and improve my catching? Can I combine running, catching and throwing?</p> <p>Key vocabulary: jump, run, throw, catch</p> <p>Links to Prior Learning: KS1 Multi-skills</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>Use a range of strokes effectively Perform safe self-rescue in different water-based situations</p> <p>Key questions: Can I swim competently for 25m? Can I swim using a range of strokes (backstroke, breaststroke, front crawl, butterfly)?</p> <p>Key vocabulary: Swim, kick, float, tuck, turn, breath</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>/defending strategies</p> <p>Key questions: Can I learn how to use a hockey stick? Can I travel with a hockey stick and pass? Can I learn different attacking and defending strategies? Can I play a game?</p> <p>Key vocabulary: pass, dribble, flick, obstruction</p> <p>Links to Prior Learning: KS1 Ball games and Team Games</p> <p>Cross curricular links: PSHE Physical health</p>	<p>flexibility, control, technique and balance</p> <p>Key questions: Can I explore different ways of travelling with different heights, speeds and directions? Can I perform a variety of jumps? Can I explore different rolls? Can I explore different balances? Can I combine different jumps, rolls and balances into a routine?</p> <p>Key vocabulary: different types of jumps/rolls/balances</p> <p>Links to Prior Learning:</p>	<p>defending strategies</p> <p>Key questions: Can I travel with a ball? Can I bounce/dribble a ball? Can I learn 3 different passes? Can I learn different attacking and defending strategies? Can I play a game?</p> <p>Key vocabulary: pass, bounce, dribble, pivot, attack, score, defend</p> <p>Links to Prior Learning: KS1 Ball games and Team Games</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>Can I find ways of travelling along a bench? Can I jump and land safely from a box/bench? Can I combine rolls, jumps and balances by using benches/boxes? Can I travel safely on the apparatus? Can I showcase my performances?</p> <p>Key vocabulary: different types of jumps/rolls/balances</p> <p>Links to Prior Learning: KS1 Gymnastics</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>Key questions: Can I use tag belts to improve evasion skills? Can I improve passing, receiving and general ball handling skills? Can I develop running with the ball in rugby situations? Can I pass the ball accurately? Can I attack as part of a team? Can I defend as part of a team?</p> <p>Key vocabulary: attack, defend, backward pass, tag, dodge, intercept</p> <p>Links to Prior Learning: KS1 Ball games and simple attacking/defending games</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>imaginative responses to music through body language and movement? Can I begin to use compositional ideas of copying and mirroring? Can I create a solo sequence? Can I create a sequence in a small group? Can I create a whole class pyramid? Can I practice and perform a whole dance routine?</p> <p>Key vocabulary: space, repetition, action, reaction, pattern</p> <p>Cross Curricular Links: Ancient Egypt (History)</p> <p>Links to Prior Learning: KS1 Dance</p>	<p>Key questions: Can I learn the basic fundamentals of athletics? Can I explore how to sprint effectively? Can I learn how to hurdle? Can I explore different athletic jumps?</p> <p>Key vocabulary: throw, catch, accelerate, javelin, discus, shot put</p> <p>Links to Prior Learning: KS1 Movement, jumping, multi-skills</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>and take part in a relay? Can I develop my long jump techniques? Can I learn how to perform a triple jump? Can I explore how to use hurdles?</p> <p>Key vocabulary: accuracy, relay, speed, power, agility, obstacle</p> <p>Links to Prior Learning: KS1 Athletics</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>Key questions: Can I learn basic tennis skills and hit a forehand ground shot? Can I improve my forehand ground stroke? Can I learn to perform and return a serve? Can I take part in mini matches?</p> <p>Key vocabulary: return, serve, ground shot, ground stroke</p> <p>Links to Prior Learning: KS1 Agility and co-ordination</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>
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				and mental wellbeing	KS1 Gymnastics Cross curricular links: PSHE Physical health and mental wellbeing							
Year 4	<p>Swimming</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance Know how to: Swim competently, confidently, and proficiently over a distance of at least 25 metres, Use a range of strokes effectively Perform safe self-rescue in different water-based situations Key questions: Can I swim competently for 25m? Can I swim using a range of strokes (backstroke, breaststroke,</p>	<p>Football</p> <p>Key concept: range of physical activities, Engage in competitive sports and activities Know how to: Play competitive games and apply basic attacking and defending strategies Key questions: Can I develop dribbling while on the move in 2v1 situations? Can I practice shooting? Can I explore the rules of</p>	<p>Swimming</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance Know how to: Swim competently, confidently, and proficiently over a distance of at least 25 metres, Use a range of strokes effectively Perform safe self-rescue in different water-based situations Key questions: Can I swim competently for 25m? Can I swim using a range of strokes (backstroke, front crawl, butterfly)? Key vocabulary: Swim, kick, float, tuck, turn, breath Cross curricular links: PSHE Physical</p>	<p>Netball</p> <p>Key concept: range of physical activities, Engage in competitive sports and activities Know how to: Play competitive games and apply basic attacking and defending strategies Key questions: Can I develop the push-pass technique while dribbling? Can I improve shooting into smaller goals? Can I develop knowledge of hockey rules and</p>	<p>Gymnastics</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance Know how to: Perform dances using a range of movement patterns Key questions: Can I revisit the key dance concepts? Can I explore the basic concepts of Viking/Anglo-Saxon dance? Can I explore how rhythm impacts movement? Can I</p>	<p>Hockey</p> <p>Key concept: range of physical activities, Engage in competitive sports and activities Know how to: Play competitive games and apply basic attacking and defending strategies Key questions: Can I develop the push-pass technique while dribbling? Can I improve shooting into smaller goals? Can I develop knowledge of hockey rules and</p>	<p>Dance</p> <p>Key concept: Develop flexibility, strength, technique, control, and balance, Know how to: Perform dances using a range of movement patterns Key questions: Can I revisit the key dance concepts? Can I explore the basic concepts of Viking/Anglo-Saxon dance? Can I explore how rhythm impacts movement? Can I</p>	<p>Basketball</p> <p>Key concept: range of physical activities, Engage in competitive sports and activities Know how to: Play competitive games and apply basic attacking and defending strategies Key questions: Can I develop bouncing skills while moving with the ball? Can I remain in control of the ball while travelling? Can I explore the key movements in a game? Can I travel and maintain control in a game?</p>	<p>Indoor Athletics</p> <p>Key concept: Broad range of physical activities Know how to: Develop flexibility, control, and technique Key questions: Can I improve my running technique and take part in a relay? Can I develop my long jump techniques? Can I learn how to perform a triple jump? Can I explore how to use hurdles? Key vocabulary: accuracy, relay, speed, power, agility, obstacle Cross curricular links: PSHE Physical health</p>	<p>Outdoor Athletics</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical activities Know how to: Use running, jumping, throwing, and catching in isolation and in combination, Develop flexibility, strength, technique, control, and balance Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I develop</p>	<p>Indoor Athletics</p> <p>Key concept: Broad range of physical activities Know how to: Develop flexibility, control, and technique Key questions: Can I improve my running technique and take part in a relay? Can I develop my long jump techniques? Can I learn how to perform a triple jump? Can I explore how to use hurdles? Key vocabulary: accuracy, relay, speed, power, agility, obstacle Cross curricular links: PSHE Physical health and mental wellbeing. Links to Prior Learning: Y3 Athletics</p>	<p>Cricket</p> <p>Key concept/Skill: Engage in competitive sports and activities Know how to: Play competitive games and apply basic attacking and defending strategies Key questions: Can I explore catching skills and the overarm throw? Can I strike a bowled ball with either an attacking or defensive shot? Can I bowl with underarm and over arm actions? Can I hit a bowled ball into space with different bats? Can I develop the basic skill of intercepting a moving ball? Can I understand rules</p>

	<p>front crawl, butterfly)?</p> <p>Key vocabulary: Swim, kick, float, tuck, turn, breath</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y3 Swimming</p>	<p>football while playing in small games? Can I improve my shooting practice to play in larger games?</p> <p>Key vocabulary: : pass, dribble, score, defend attack</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y3 Ball and team games</p>	<p>health and mental wellbeing.</p> <p>Links to Prior Learning: Y3 Swimming</p>	<p>Can I pass and score in a game?</p> <p>Key vocabulary: bounce pass, chest pass,</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing</p> <p>Links to Prior Learning: Y3 Netball/Basketball</p>	<p>? Can I explore new balances and move in and out of balance? Can I use these balances to create a sequence of static balances? Can I introduce travelling into these sequences? Can I use the apparatus to create a short sequence of movements?</p> <p>Key vocabulary: balance, static, sequence, travel</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing</p>	<p>play 3v3 games? Can I play in 4v4 situations?</p> <p>Key vocabulary: pass, dribble, flick, obstruction</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y3 Hockey, KS1 Attacking/Defending</p>	<p>include counting in my routine?</p> <p>Key vocabulary: dance, travel, rhythm, beat, counting</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: KS1/Y3 Dance</p>	<p>Key vocabulary: pass, bounce, dribble, pivot, attack, score, defend</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y3 Basketball/KS1 Attacking/Defending</p>	<p>and mental wellbeing.</p> <p>Links to Prior Learning: KS1/Y3 Athletics</p>	<p>my flexibility using stretches? Can I develop my cardio performance?</p> <p>Key concept: To develop flexibility, strength, technique, control and balance.</p> <p>Key vocabulary: running, sprint start, pace, relay, long jump, distance, arm drives, bent knees, triple jump, take-off, bodyweight, javelin, discus, quoit, swing.</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y3/KS1 Gymnastics</p>		<p>and gameplay of cricket?</p> <p>Key vocabulary: batting, fielding, bowler, wicket</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y3 Athletics</p>
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					Links to Prior Learning: KS1/Y3 Dance							
Year 5	<p>Dance</p> <p>Key concept: To perform dances using a range of movement patterns.</p> <p>Key location: Large hall</p> <p>Know how to: create a sequenced dance and perform to an audience.</p> <p>Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I create a sequenced dance? Can I</p>	<p>Tag Rugby</p> <p>Key concept/Skill: Engage in competitive sports and activities</p> <p>Know how to: Play competitive games and apply basic attacking and defending strategies</p> <p>Key questions: Can I wear a tag rugby belt appropriately and improve on existing movement and evasion skills? Can I improve passing, receiving and general</p>	<p>Indoor Athletics</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical activities</p> <p>Know how to: Use running, jumping, throwing, and catching in isolation and in combination, Develop flexibility, strength, technique, control, and balance</p> <p>Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I develop my flexibility using stretches? Can I develop my cardio performance?</p> <p>Key vocabulary: running, sprint start, pace, relay, long jump, distance, arm drives, bent knees,</p>	<p>Multi Skills</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical activities</p> <p>Know how to: Use running, jumping, throwing, and catching in isolation and in combination</p> <p>Key questions: Can I explore new movement skills? Can I improve functional</p>	<p>Swimming</p> <p>Key concept/Skill: Perform safe self-rescue in different water based situations</p> <p>Know how to: Swim competently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Know how to: Execute a range of strokes including</p>	<p>Dodgeball</p> <p>Key concept/Skill: Engage in competitive sports and activities</p> <p>Know how to: Play competitive games and apply basic attacking and defending strategies</p> <p>Key questions: Can I successfully and consistently catch medium and small balls with two hands? Can I track and catch bounced and thrown balls? Can I successfully and consistently</p>	<p>Swimming</p> <p>Key concept/Skill: Perform safe self-rescue in different water based situations</p> <p>Know how to: Swim competently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Know how to: Execute a range of strokes including</p>	<p>Gymnastics</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical activities</p> <p>Know how to: Develop flexibility, strength, technique, control, and balance</p> <p>Key questions: Can I understand and demonstrate mirroring and symmetry? Can I work with a partner to develop a short movement sequence that involves both mirroring and symmetry? Can I learn a variety of</p>	<p>Dance</p> <p>Key concept: To perform dances using a range of movement patterns.</p> <p>Key location: Large hall</p> <p>Know how to: create a sequenced dance and perform to an audience.</p> <p>Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I create a sequenced dance? Can I perform to an audience?</p> <p>Key vocabulary: warm up,</p>	<p>Outdoor Athletics</p> <p>Key concept/Skill: Develop competence to excel in a broad range of physical activities</p> <p>Know how to: Use running, jumping, throwing, and catching in isolation and in combination, Develop flexibility, strength, technique, control, and balance</p> <p>Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I develop my flexibility</p>	<p>Cricket</p> <p>Key concept/Skill: Engage in competitive sports and activities</p> <p>Know how to: Play competitive games and apply basic attacking and defending strategies</p> <p>Key questions: Can I explore catching skills and the overarm throw? Can I strike a bowled ball with either an attacking or defensive shot? Can I bowl with underarm and over arm actions? Can I hit a bowled ball into space with different bats? Can I develop the basic skill of intercepting a moving ball? Can I understand rules and gameplay of cricket?</p>	<p>Basketball</p> <p>Key concept/Skill: Engage in competitive sports and activities</p> <p>Know how to: Play competitive games and apply basic attacking and defending strategies</p> <p>Key questions: Can I develop flexibility, strength, technique control and balance in the context of the basketball dribbling technique? Can I explore basketball passes? Can I learn how to move effectively around the court and learn how to pivot? Can I use strategies to keep possession of the ball? Can I learn how to mark a player effectively and get free from a defender? Can I</p>

<p>perform to an audience?</p> <p>Key vocabulary: warm up, phrase, motif, gesture, rhythmic, perform, stretch.</p> <p>Cross curricular links: Aut Victorian topic.</p> <p>Links to Prior Learning: Y5 Dance.</p>	<p>ball handling skills in tag rugby? Can I develop running with the ball in 1v1 and 2v2 situations? Can I develop passing and receiving skills in 2v1 and 2v2 situations? Can I improve attacking and defending (tagging) principles? Can I develop a knowledge of the rules and play 3v3 games? Can I develop game play in attacking and defending 4v4 matches?</p> <p>Key vocabulary: attack, defend, tag, intercept, concede, opponent, possession, try</p>	<p>triple jump, take-off, bodyweight,.</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y4 Games</p>	<p>I movement patterns? Can I improve hand eye coordination? Can I continue to improve hand-eye coordination through games and challenges? Can I develop my foot-eye coordination? Can I develop my foot-eye coordination through games?</p> <p>Key vocabulary: movement, pass, throw, catch, coordinate, react</p>	<p>Know how to: Execute a range of strokes including front crawl, breaststroke and backstroke. Perform a rescue and assist a citizen who has been rescued.</p> <p>Key questions: Can I perform an efficient stroke for 25 metres? Can I explain the techniques used to rescue someone?</p> <p>Key vocabulary: Float, dive, stroke, reach, streamlined, buoyant, dive, length, width.</p> <p>Links to Prior</p>	<p>catch medium and small balls with two hands? Can I develop my understanding of the rules of dodgeball? Can I engage in games of dodgeball?</p> <p>Key vocabulary: track, catch, dodgeball</p>	<p>front crawl, breaststroke and backstroke. Perform a rescue and assist a citizen who has been rescued.</p> <p>Key questions: Can I perform an efficient stroke for 25 metres? Can I explain the techniques used to rescue someone?</p> <p>Key vocabulary: Float, dive, stroke, reach, streamlined, buoyant, dive, length, width.</p> <p>Cross curricular links: Links to Prior Learning: Links to KS2 Swimming</p>	<p>rolling actions and add them to the symmetrical sequence? Can I perform a variety of counterbalances with a partner? Can I work in small groups to produce a variety of group balances? Can I evaluate and improve a sequence of balances? Can I devise a longer sequence of movement in smaller groups? Can I perform my sequence to an audience?</p> <p>Key vocabulary: mirroring, symmetry, sequence, counterbalance, evaluate, perform</p>	<p>phrase, motif, gesture, rhythmic, perform, stretch.</p> <p>Cross curricular links: Sum RE topic – Sikh dance</p> <p>Links to Prior Learning: Y5 Dance</p>	<p>using stretches? Can I develop my cardio performance?</p> <p>Key concept: To develop flexibility, strength, technique, control and balance.</p> <p>Key vocabulary: running, sprint start, pace, relay, long jump, distance, arm drives, bent knees, triple jump, take-off, bodyweight, javelin, discus, quoit, swing.</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y4 Athletics</p>	<p>Key vocabulary: batting, fielding, bowler, wicket</p> <p>apply my basketball skills to a gameplay scenario Can I evaluate my performance?</p> <p>Key vocabulary: invasion games, chest pass, bounce pass, overheard pass, anticipation, control, accuracy, technique, opponent, passing, intercept</p>
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					Learning: Links to KS2 Swimming							
Year 6	<p>Dance</p> <p>Key concept: To perform dances using a range of movement patterns. Know how to: create a sequenced dance and perform to an audience. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I create a sequenced dance? Can I perform to an audience? Key vocabulary: warm up, phrase, motif, galliard, morris dancing, leaping, galloping, skipping, perform, stretch. Cross curricular links: Aut Tudor topic. Links to Prior Learning:</p>	<p>Multi-Skills</p> <p>Key concept: To use running, jumping, throwing and catching in isolation and in combination. Know how to: perform multiple skills to incorporate into games. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I use different skills of running, jumping, throwing and catching in isolation? Can I combine different skills of running,</p>	<p>Gymnastics</p> <p>Key concept: To develop flexibility, strength, technique, control and balance. Know how to: develop flexibility using stretches and balances. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I develop my flexibility using stretches? Can I perform balances within my group? Key vocabulary: rolling, symmetry, sequence, counterbalances, group balances, unison, rehearse, posture. Links to Prior Learning: Y5 Gymnastics Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>Tag Rugby</p> <p>Key concept: To play competitive games, modified where, and apply basic principles suitable for attacking and defending. Know how to: play tag rugby using basic skills of attacking and defending. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I use different skills of running in isolation? Can I learn the</p>	<p>Running</p> <p>Key concept: To use running, jumping, throwing and catching in isolation and in combination. Know how to: use different running skills in challenges. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I use different skills of running in isolation? Can I combine different</p>	<p>Basketball</p> <p>Key concept: To play competitive games, modified where, and apply basic principles suitable for attacking and defending. Know how to: play basketball using basic skills of attacking and defending. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I learn the rules of Basketball to attack and defend? Can I use different passes and</p>	<p>Swimming (Spr2/Sum1)</p> <p>Key concept: To swim competently and proficiently over a distance of at least 25m. Know how to: Use a range of strokes effectively and perform safe self-rescue in different water-based situations. Key questions: Can I swim over a distance of 25m? Can I use a range of strokes? Can I perform safe self-rescue? Key vocabulary: front crawl, backstroke, breaststroke, dolphin, diving, self-rescue. Cross curricular links: Y6 Spr Geog: Staying safe near water</p>	<p>Football</p> <p>Key concept: To play competitive games, modified where, and apply basic principles suitable for attacking and defending. Know how to: play football using basic skills of attacking and defending. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I learn the rules of Football to attack and defend? Can I use different passes and dribbling skills? Key vocabulary: kicking, passing,</p>	<p>Health & Fitness – Gym</p> <p>Key concept: To develop flexibility, strength, technique, control and balance. Know how to: develop flexibility and cardio performance. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I develop my flexibility using stretches? Can I develop my cardio performance? Key vocabulary: warm up, cardio, interval training, exercise, heart rate, pulse, cool down, stretch. Cross curricular links: PSHE Physical health and mental wellbeing. Links to Prior Learning: Y5 Multiskills</p>	<p>Outdoor Activities – Orienteering</p> <p>Key concept: To take part in outdoor and adventurous activity challenges both individually and within a team. Know how to: work in a team to complete challenges. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I use a compass to guide my directions? Can I follow a set of instructions to reach an end target? Key vocabulary: agility, maps, symbols, team, start, finish, cooperation. Cross curricular links: PSHE Physical health and mental wellbeing. Links to Prior Learning: Following maps on local visits</p>	<p>Indoor Athletics</p> <p>Key concept: To develop flexibility, strength, technique, control and balance. Know how to: develop flexibility and cardio performance. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I develop my flexibility using stretches? Can I develop my cardio performance? Key vocabulary: running, sprint start, pace, relay, long jump, distance, arm drives, bent knees, triple jump, take-off, bodyweight, javelin, discus, quoit, swing. Cross curricular links: PSHE Physical health and mental wellbeing. Links to Prior Learning: Y5 Athletics, Y6 Aut1 Multi-skills</p>	<p>Games – Bat and Ball</p> <p>Key concept: To play competitive games, modified where, and apply basic principles suitable for attacking and defending. Know how to: play rounders using good fine motor skills. Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I learn the rules of Rounders? Can I use a bat to hit a ball and good fine motor skills to pass a small ball? Key vocabulary: batting, fielding, catching, bowler, base, boundary, rounder, backstop, score. Cross curricular links: PSHE Physical health and mental wellbeing. Links to Prior Learning: Aut1 Multi-skills</p>

	<p>Y5 Dance</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p>	<p>jumping, throwing and catching?</p> <p>Key vocabulary: hand-eye coordination, foot-eye coordination, agility, balance, speed, dribbling, shooting, movement.</p> <p>Links to Prior Learning: Multi-skills throughout KS2 PE</p>		<p>rules of Tag Rugby? Can I play using attacking and defending skills?</p> <p>Key vocabulary: rugby balls, tag belts, multi-directional movements, attack, defend, tag, catch, pass.</p> <p>Links to Prior Learning: Y5 Rugby</p>	<p>skills of running?</p> <p>Key vocabulary: techniques, directions, movement, pace, defenders, attackers, cool down, stretch.</p> <p>Links to Prior Learning: Y5 Dodgeball, Y6 Aut1 Multi-skills</p>	<p>dribbling skills?</p> <p>Key vocabulary: dribbling, turn, travelling, bounce pass, chest pass, shoulder pass, accuracy, shooting, scoring.</p> <p>Links to Prior Learning: Y5 Basketball</p>	<p>Links to Prior Learning: KS2 swimming</p>	<p>attacking, defending, tactics, scoring.</p> <p>Links to Prior Learning: Y4 Football</p>		<p>(Nantwich in Aut1)</p>		
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