

| PE in EYFS                                 |  |   |
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| Personal, Social and Emotional Development |  | <ul style="list-style-type: none"> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> </ul>  |
| Physical Development                       |  | <ul style="list-style-type: none"> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy starting to kick, throw and catch balls</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>  |
| Personal, Social and Emotional Development |  | <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>  |
| Physical Development                       |  | <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> |
| Three and Four-Year-Olds Continued         | Expressive Arts and Design                 | <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>  |
| Children in Reception will be learning to: | Personal, Social and Emotional Development | <ul style="list-style-type: none"> <li>Manage their own needs.               <ul style="list-style-type: none"> <li>-personal hygiene</li> </ul> </li> <li>Know and talk about the different factors that support overall health and wellbeing:               <ul style="list-style-type: none"> <li>-regular physical activity</li> </ul> </li> </ul>  |
|  | Physical Development                       | <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>- rolling            - running</li> <li>- crawling        - hopping</li> <li>- walking         - skipping</li> <li>- jumping         - climbing</li> </ul> </li> <li>Progress towards a more fluent style of moving, with</li> </ul>  |

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|---------------|--|----------------------------------|---|
|               |  |                                  | <p>developing control and grace.</p> <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> </ul> </li> <li>• Develop overall body strength, balance, coordination and agility.</li> </ul> |
|               | Expressive Arts and Design                 |                                  | <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>   |
| ELG           | Personal, Social and Emotional Development | Managing Self                    | <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul>  |
|               |  | Building Relationships           | <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>   |
| ELG Continued | Physical Development                       | Gross Motor Skills               | <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>   |
|               | Expressive Arts and Design                 | Being Imaginative and Expressive | <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>  |

|        |          | TERM 1<br>Autumn 1   | TERM 2<br>Autumn 2   | TERM 3<br>Spring 1   | TERM 4<br>Spring 2  | TERM 5<br>Summer 1  | TERM 6<br>Summer 2  |
|--------|----------|--|--|--|---|---|---|
| EFSS   | LESSON 1 | <b>Fundamentals Unit 1 (Part 1)</b> <ul style="list-style-type: none"> <li>Movement experimentation</li> <li>Body control &amp; technique</li> <li>Moving with speed &amp; Changing direction safely</li> <li>Moving with equipment or objects</li> <li>Aiming, sending &amp; receiving</li> <li>Two handed catching</li> </ul> Stroking with feet   | <b>Gymnastics Unit 1</b> <ul style="list-style-type: none"> <li>Individual &amp; whole body shapes</li> <li>Developing body control</li> <li>Linking shapes &amp; movement</li> <li>Recognise &amp; use space</li> <li>Perform basic gymnastic sequences</li> <li>Watch others work</li> <li>Handle &amp; use low level apparatus safely</li> </ul>  | <b>Fundamentals Unit 2</b> <ul style="list-style-type: none"> <li>Speed control</li> <li>Changing direction</li> <li>Combining movements &amp; actions</li> <li>Mirror, lead &amp; follow partners</li> </ul>  | <b>Fundamentals Unit 2</b> <ul style="list-style-type: none"> <li>Speed control</li> <li>Changing direction</li> <li>Combining movements &amp; actions</li> <li>Mirror, lead &amp; follow partners</li> </ul>   | <b>Fundamentals Tennis</b> <ul style="list-style-type: none"> <li>Changing direction &amp; footwork</li> <li>Ready position &amp; recovery</li> <li>Two handed &amp; one handed throwing, catching &amp; striking</li> <li>How to hold a racket</li> <li>Forehand, backhand pushing/striking</li> <li>Aiming &amp; striking</li> </ul>  | <b>Swimming</b><br>Stroke development<br>Confidence and skill development*  |
|        | YEAR 1   | <b>LESSON 1</b> <ul style="list-style-type: none"> <li>Moving with control &amp; safely at speed</li> <li>Change direction &amp; avoid others</li> <li>Send/receive in a variety of ways with control including rolling, throwing, bouncing &amp; kicking &amp; catching/trapping</li> </ul>   | <b>Fundamentals Unit 1</b> <ul style="list-style-type: none"> <li>Moving with control &amp; safely at speed</li> <li>Change direction &amp; avoid others</li> <li>Send/receive in a variety of ways with control including rolling, throwing, bouncing &amp; kicking &amp; catching/trapping</li> </ul>  | <b>Fundamentals Unit 2</b> <ul style="list-style-type: none"> <li>Refine the skills of running &amp; agility</li> <li>Improve change of direction including side step</li> <li>Improve throwing &amp; catching</li> <li>Throw &amp; catch whilst moving</li> <li>Perform fundamental skills in game related activity</li> </ul>  | <b>Fundamentals Unit 2</b> <ul style="list-style-type: none"> <li>Refine the skills of running &amp; agility</li> <li>Improve change of direction including side step</li> <li>Improve throwing &amp; catching</li> <li>Throw &amp; catch whilst moving</li> <li>Perform fundamental skills in game related activity</li> </ul>                                   | <b>Tennis</b> <ul style="list-style-type: none"> <li>Changing direction &amp; footwork</li> <li>Ready position &amp; recovery</li> <li>Two handed &amp; one handed throwing, catching &amp; striking</li> <li>How to hold a racket</li> <li>Forehand, backhand, volley &amp; underarm service technique</li> <li>Aiming &amp; striking with some accuracy</li> </ul>  | <b>Fundamentals Chance to Shine (Year 1 &amp; 2)</b> <ul style="list-style-type: none"> <li>Movement skills, changing direction, foot patterns with &amp; without equipment</li> <li>Special awareness</li> <li>Underarm throwing for accuracy</li> <li>Introduction to overarm throwing technique</li> <li>Two handed, one handed catching &amp; underarm feeding/ bowling</li> <li>Striking &amp; fielding safely</li> <li>Eye hand coordination</li> <li>Striking a static &amp; moving ball</li> </ul>  |
|        | LESSON 2 | <b>Gymnastics Unit 1</b> <ul style="list-style-type: none"> <li>Jumping &amp; leaping</li> <li>Landing safely</li> <li>Flight from low apparatus</li> <li>Link jumping action to create short sequences</li> <li>Link jumping, balance &amp; movement to create short sequences on low level apparatus</li> <li>Evaluate &amp; improve their own &amp; others performance</li> </ul>   | <b>Gymnastics Unit 2</b> <ul style="list-style-type: none"> <li>Rocking &amp; rolling with control</li> <li>Link rocking &amp; rolling with actions &amp; shapes</li> <li>Develop smooth transitions</li> <li>Rotation &amp; body shape</li> <li>Link rolling &amp; rotation with actions</li> <li>Create gymnastic sequences linking rocking, rolling, action &amp; shapes with smooth transitions</li> <li>Create, remember, evaluate &amp; perform sequences</li> </ul>     | <b>Dance Unit 1</b> <ul style="list-style-type: none"> <li>Develop dance actions, gesture &amp; travel</li> <li>Use action words as stimulus for dance</li> <li>Create &amp; develop individual dance motifs to music</li> <li>Explore &amp; develop dance motifs with a partner</li> <li>Stepping &amp; spinning actions</li> <li>Observe, evaluate &amp; describe ways to improve</li> <li>Create &amp; perform short dances based on action words including travel &amp; gesture</li> </ul> | <b>Dance Unit 2</b> <ul style="list-style-type: none"> <li>Travel with control at different speeds, directions &amp; levels</li> <li>Use stimulus to create movement &amp; travel</li> <li>Link actions to music</li> <li>Follow, mirror &amp; lead a partner</li> <li>Create, develop, refine, remember &amp; perform individual &amp; partner dances</li> </ul> | <b>Fundamentals Athletics</b> <ul style="list-style-type: none"> <li>Travel with control, posture &amp; balance</li> <li>Starting, accelerating stopping, change of direction &amp; change of pace</li> <li>Running in lanes or straight line</li> <li>Jumping in response to instructions &amp; for height &amp; distance</li> <li>Two footed &amp; one footed jumping</li> <li>Jumping combinations</li> <li>Take off &amp; landing safely &amp; with control</li> <li>Underarm &amp; overarm throwing</li> <li>Throwing for accuracy &amp; distance</li> </ul> | <b>Swimming</b><br>Stroke development<br>Confidence and skill development*  |
| YEAR 2 | LESSON 1 | <b>Fundamentals Unit 1</b> <ul style="list-style-type: none"> <li>Develop accurate throwing, bouncing &amp; rolling</li> <li>Move at speed, into space &amp; changing direction with control</li> <li>Move with equipment</li> <li>Balance &amp; control in movement</li> <li>Perform throwing, catching, receiving &amp; striking skills in small, conditioned games or competitions</li> <li>Observe, describe &amp; improve throwing, catching, striking actions</li> </ul> | <b>Fundamentals Unit 1</b> <ul style="list-style-type: none"> <li>Develop accurate throwing, bouncing &amp; rolling</li> <li>Move at speed, into space &amp; changing direction with control</li> <li>Move with equipment</li> <li>Balance &amp; control in movement</li> <li>Perform throwing, catching, receiving &amp; striking skills in small, conditioned games or competitions</li> <li>Observe, describe &amp; improve throwing, catching, striking actions</li> </ul> | <b>Fundamentals Unit 2</b> <ul style="list-style-type: none"> <li>Reinforce agility, balance &amp; coordination</li> <li>Move in space, change direction, stop &amp; start safely with control</li> <li>Develop agility, balance &amp; coordination in games</li> <li>Throw &amp; catch whilst moving</li> <li>Pass, receive &amp; dribble with control &amp; accuracy</li> </ul>  | <b>OAA Unit KS1</b> <ul style="list-style-type: none"> <li>Follow instructions, communicate with others &amp; solve problems</li> <li>Work with &amp; direct others</li> <li>Follow trails &amp; use simple keys &amp; maps</li> <li>Develop teamwork skills</li> </ul>   | <b>Fundamentals Tennis</b> <ul style="list-style-type: none"> <li>Changing direction &amp; footwork</li> <li>Ready position &amp; recovery</li> <li>Two handed &amp; one handed throwing, catching &amp; striking</li> <li>How to hold a racket</li> <li>Forehand, backhand, volley &amp; underarm service technique</li> <li>Aiming &amp; striking with accuracy</li> </ul>  | <b>Fundamentals Chance to Shine (Year 1 &amp; 2)</b> <ul style="list-style-type: none"> <li>Movement skills, changing direction, foot patterns with &amp; without equipment</li> <li>Underarm throwing &amp; bowling for accuracy</li> <li>Development of overarm throwing technique</li> <li>Two handed, one handed catching &amp; underarm feeding/ bowling under pressure</li> <li>Stopping &amp; retrieving techniques</li> <li>Striking &amp; fielding safely</li> <li>Striking a static &amp; moving ball with accuracy into space</li> </ul> |
|        |          | TERM 1<br>Autumn 1   | TERM 2<br>Autumn 2   | TERM 3<br>Spring 1   | TERM 4<br>Spring 2  | TERM 5<br>Summer 1  | TERM 6<br>Summer 2  |

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| YEAR 3 | LESSON 2 | <b>Gymnastics Unit 1</b> <ul style="list-style-type: none"> <li>Point balances with control</li> <li>Perform balances showing different contact points</li> <li>Transfer weight between balances/stillness with control</li> <li>Create, remember &amp; perform gymnastic sequences showing smooth links between balance/stillness, actions &amp; travel</li> </ul>  | <b>Gymnastics Unit 2</b> <ul style="list-style-type: none"> <li>Explore &amp; refine balance, shapes &amp; actions</li> <li>Demonstrate a variety of balance, shape &amp; action on the floor &amp; low level apparatus</li> <li>Explore the use of different levels</li> <li>Show different levels in performance on the floor &amp; low level apparatus</li> <li>Create, remember &amp; improve longer gymnastic sequences showing a variety of balance, shape, actions &amp; levels on the floor &amp; low level apparatus</li> </ul> | <b>Dance Unit 1</b> <ul style="list-style-type: none"> <li>Copy, create, develop, combine imaginative dance actions &amp; travel in short dances</li> <li>Create motifs &amp; dances to a theme</li> <li>Observe partners &amp; provide feedback</li> <li>Develop a whole dance to tell a story</li> <li>Perform with expression, feeling &amp; good technique</li> </ul>   | <b>Dance Unit 2</b> <ul style="list-style-type: none"> <li>Explore, select, link &amp; perform imaginative &amp; contrasting dance movements from stimuli</li> <li>Copy, remember &amp; perform taught movement phrases</li> <li>Select &amp; perform a variety of dance actions showing changes in speed &amp; level</li> <li>Develop the use of gesture &amp; travel</li> <li>Create, select &amp; explore movements to express feelings</li> <li>Create, develop &amp; perform dances showing feelings of friendship between characters</li> </ul> | <b>Athletics</b> <ul style="list-style-type: none"> <li>Travel with control, posture &amp; balance</li> <li>Starting, accelerating stopping, change direction &amp; change of pace</li> <li>Running in lanes or straight line</li> <li>Jumping in response to instructions &amp; for height &amp; distance</li> <li>Two footed &amp; one footed jumping</li> <li>Jumping combinations</li> <li>Take off &amp; landing safely &amp; with control</li> <li>Underarm &amp; overarm throwing</li> <li>Throwing for accuracy &amp; distance</li> </ul> | <b>Swimming</b><br>Stroke development<br>Confidence and skill development*   |
|        | LESSON 1 | <b>Games Unit 1 Ball Handling</b> <ul style="list-style-type: none"> <li>Improve accuracy &amp; consistency of throwing &amp; catching</li> <li>Throw &amp; catch in a variety of ways &amp; on the move</li> <li>Improve ball handling skills &amp; control whilst travelling</li> <li>Apply &amp; develop a range of ball handling skills in small games</li> <li>Scoring &amp; shooting</li> <li>Play games showing an awareness of space &amp; team mates</li> <li>Observe &amp; evaluate handling skills</li> </ul> | <b>Games Unit 2 Ball Handling</b> <ul style="list-style-type: none"> <li>Improve accuracy &amp; consistency of throwing &amp; catching</li> <li>Throw &amp; catch in a variety of ways &amp; on the move</li> <li>Improve ball handling skills &amp; control whilst travelling</li> <li>Apply &amp; develop a range of ball handling skills in small games</li> <li>Scoring &amp; shooting</li> <li>Play games showing an awareness of space &amp; team mates</li> <li>Observe &amp; evaluate handling skills</li> </ul>                 | <b>Games Chance to Shine (Year 3 &amp; 4)</b> <ul style="list-style-type: none"> <li>Running between wickets</li> <li>Throwing, bowling, fielding &amp; batting under pressure</li> <li>Underarm &amp; overarm bowling with line &amp; length</li> <li>Striking a static &amp; moving ball</li> <li>Bat control &amp; manipulation</li> <li>Hitting accuracy &amp; placement</li> <li>Playing competitive conditioned games</li> </ul> Decision making & selecting & applying the appropriate skills in games | <b>Games OAA Unit KS1</b> <ul style="list-style-type: none"> <li>Develop communication &amp; cooperation &amp; trust skills through problem solving</li> <li>Understand safe practice &amp; recognise hazards</li> <li>Discuss actions, listen too &amp; give instructions</li> <li>Follow &amp; design a range of trails</li> <li>Understand, read, orientate &amp; follow a simple map</li> </ul>   | <b>Tennis</b> <ul style="list-style-type: none"> <li>Changing direction &amp; footwork</li> <li>Ready position &amp; recovery</li> <li>Two handed &amp; one handed throwing, catching &amp; striking</li> <li>Racket familiarisation &amp; control</li> <li>Forehand, backhand, volley &amp; underarm service technique</li> <li>Aiming &amp; striking with accuracy</li> <li>Individual &amp; partner rallying</li> <li>Cooperative rally</li> </ul>   | <b>Games Unit 3 Striking/Fielding</b> <ul style="list-style-type: none"> <li>Refine underarm throwing &amp; develop overarm throwing</li> <li>Observe, evaluate &amp; suggest what needs to be practiced to improve throwing actions</li> <li>Introduce fielding, receiving/stopping techniques</li> <li>Grip hold &amp; swing a bat to Strike from a batting tee</li> <li>Aiming whilst striking/batting</li> <li>Use a range of skills in small sided games to hit, field &amp; throw</li> <li>Understand, score &amp; develop tactics in small sided games</li> </ul> |
| YEAR 4 | LESSON 2 | <b>Dance Unit 1</b> <ul style="list-style-type: none"> <li>Create, develop, refine &amp; perform short movement phrases demonstrating different shapes, contrasting speeds &amp; levels</li> <li>Create &amp; perform pair &amp; group dances using stimuli &amp; showing compositional principles</li> <li>Observe, evaluate &amp; comment on performance</li> </ul>  | <b>Gymnastics Unit 1</b> <ul style="list-style-type: none"> <li>Develop travel &amp; balance actions and link to make gymnastic sequences</li> <li>Developing &amp; link arm action &amp; patterns</li> <li>Explore movement patterns</li> <li>Create, remember &amp; perform gymnastic sequences showing travel, balance, pathways, movement patterns &amp; arm patterns</li> </ul>   | <b>Dance Unit 2</b> <ul style="list-style-type: none"> <li>Create, develop, refine &amp; perform short movement phrases demonstrating different shapes, contrasting speeds, levels &amp; travel</li> <li>Observe &amp; evaluate performance</li> <li>Develop &amp; use dance vocabulary</li> <li>Link small group motifs to create a whole class dance</li> </ul>   | <b>Gymnastics Unit 2</b> <ul style="list-style-type: none"> <li>Introduction &amp; development of rhythmic gymnastics</li> <li>Explore, incorporate &amp; develop the use of equipment in gymnastic sequences</li> <li>Create, remember, perform &amp; improve longer movement phrases with selected equipment showing changes in speed, level &amp; direction</li> </ul>   | <b>Athletics</b> <ul style="list-style-type: none"> <li>Running at different paces, at speed &amp; over barriers</li> <li>Jumping for distance &amp; height</li> <li>Pulling, pushing &amp; sling throwing actions</li> <li>Improve personal performance in running, jumping &amp; throwing</li> <li>Measure &amp; compare personal performance</li> <li>Relay running</li> <li>Experience competition</li> </ul>   | <b>Swimming</b><br>Stroke development<br>Confidence and skill development*   |
|        | LESSON 1 | <b>Ball Games Unit 1</b> <ul style="list-style-type: none"> <li>Practice &amp; improve dribbling, control &amp; passing skills</li> <li>Introduction to defending &amp; tackling</li> <li>Perform passing, dribbling &amp; controlling skills accurately in small sided games</li> <li>Understand when &amp; where to pass</li> <li>How to shoot &amp; score</li> <li>Work as a team to keep possession of the ball in games</li> </ul>  | <b>Ball Games Unit 1</b> <ul style="list-style-type: none"> <li>Practice &amp; improve dribbling, control &amp; passing skills</li> <li>Introduction to defending &amp; tackling</li> <li>Perform passing, dribbling &amp; controlling skills accurately in small sided games</li> <li>Understand when &amp; where to pass</li> <li>How to shoot &amp; score</li> <li>Work as a team to keep possession of the ball in games</li> </ul>  | <b>Net Games</b> <ul style="list-style-type: none"> <li>Ball &amp; racket familiarisation</li> <li>Hitting &amp; moving a ball</li> <li>Self-feed &amp; strike a ball with accuracy</li> <li>Strike a move a ball toward a partner, target or into space accurately</li> <li>Ready position &amp; recovery</li> <li>Hit over a net into space &amp; know where the ball is being hit</li> <li>Rally over a net with a partner</li> <li>Play games against a partner or pair</li> </ul>                        | <b>Games Chance to Shine (Year 3 &amp; 4)</b> <ul style="list-style-type: none"> <li>Running between wickets</li> <li>Throwing, bowling, fielding &amp; batting under pressure</li> <li>Underarm bowling with line &amp; length</li> <li>Striking a static &amp; moving ball</li> <li>Bat control &amp; manipulation</li> <li>Hitting accuracy &amp; placement</li> <li>Playing competitive conditioned games</li> </ul> Decision making & selecting & applying the appropriate skills in games   | <b>Games Tennis</b> <ul style="list-style-type: none"> <li>Changing direction &amp; footwork</li> <li>Ready position &amp; recovery</li> <li>Two handed &amp; one handed throwing, catching &amp; striking</li> <li>Racket familiarisation &amp; control</li> <li>Forehand, backhand, volley &amp; underarm service technique</li> <li>Aiming &amp; striking with accuracy</li> <li>Individual &amp; partner rallying</li> <li>Cooperative rally</li> <li>Conditioned competitive rallying &amp; games</li> </ul>                                 | <b>OAA</b> <ul style="list-style-type: none"> <li>Develop communication &amp; cooperation &amp; trust skills through problem solving</li> <li>Understand safe practice &amp; recognise hazards</li> <li>Discuss actions, listen to &amp; give instructions</li> <li>Follow &amp; design a range of trails</li> <li>Understand, read, orientate &amp; follow a simple map</li> </ul>  |
|        |          | <b>TERM 1</b>  | <b>TERM 2</b>  | <b>TERM 3</b>   | <b>TERM 4</b>   | <b>TERM 5</b>   | <b>TERM 6</b>  |

|        |          | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|--------|----------|---|---|--|---|--|--|
| YEAR 5 | LESSON 2 | <b>Gymnastics Unit 1</b> <ul style="list-style-type: none"> <li>Explore balance action &amp; the principles of balance to make balances harder or easier</li> <li>Explore &amp; develop transitions between balances performing balances at different levels &amp; on small &amp; large apparatus</li> <li>Create, develop, remember &amp; perform movement phrases on floor &amp; apparatus showing transition in &amp; out of balances</li> </ul>   | <b>Dance Unit 1</b><br>Create, remember, refine & perform movements phrases showing stillness, step patterns & pathways <ul style="list-style-type: none"> <li>Work with partners to create dance phrases</li> <li>Show characters or animals through dance actions &amp; dance phrases</li> <li>Incorporate changes of levels, speed &amp; direction into movement phrases</li> </ul>  | <b>Gymnastics Unit 2</b> <ul style="list-style-type: none"> <li>Rolling &amp; rotation actions</li> <li>Link &amp; perform basic roll, turn, twisting &amp; spin actions with control</li> <li>Create, remember, improve &amp; perform movement phrases showing rolling, rotation &amp; changes of direction</li> </ul>  | <b>Dance Unit 2</b> <ul style="list-style-type: none"> <li>Develop &amp; perform compositional principles of mirroring, unison, travel, changes of formation, action &amp; reaction &amp; contact work</li> <li>Compose, remember &amp; perform small group dances depicting sporting games &amp; incorporating compositional principles of mirroring, unison, travel, changes of formation, action &amp; reaction &amp; contact work</li> <li>Perform showing rhythm &amp; timing</li> </ul>   | <b>Athletics</b> <ul style="list-style-type: none"> <li>Refine sprinting, running for distance, jumping for distance, jumping for height technique</li> <li>Refine pull, push &amp; sling throwing technique</li> <li>Perform as an athlete &amp; an official in running, throwing &amp; jumping event</li> <li>Refine relay running technique, tactics &amp; strategy</li> <li>Participate in a multi-event athletics competition</li> </ul>  | <b>Swimming</b><br>Stroke development<br>Confidence and skill development*   |
|        | LESSON 1 | <b>Games Unit 1 Netball</b> <ul style="list-style-type: none"> <li>Perform ball handling skills &amp; passing with control &amp; improved consistency in games</li> <li>Use a variety of passes &amp; understand the footwork rule</li> <li>Develop team skills of keeping possession &amp; moving into space</li> <li>Select &amp; apply attacking &amp; defending strategies in games</li> <li>Accurately shoot to score points</li> <li>Learn &amp; understand the rules of Bee Netball</li> </ul>                             | <b>Games Unit 1 Netball</b> <ul style="list-style-type: none"> <li>Perform ball handling skills &amp; passing with control &amp; improved consistency in games</li> <li>Use a variety of passes &amp; understand the footwork rule</li> <li>Develop team skills of keeping possession &amp; moving into space</li> <li>Select &amp; apply attacking &amp; defending strategies in games</li> <li>Accurately shoot to score points</li> <li>Learn &amp; understand the rules of Bee Netball</li> </ul>                             | <b>Games Unit 2 Football</b> <ul style="list-style-type: none"> <li>Pass, receive, dribble, turn &amp; intercept with increased control &amp; accuracy</li> <li>Shooting at a goal or target to score with placement &amp; power</li> <li>Develop tackling &amp; tackle safety</li> <li>Develop team play of passing to keep possession &amp; moving into space</li> <li>Practice &amp; refine all skills learnt in game situations</li> <li>Participate in a small sided tournament or festival</li> </ul>            | <b>Games Chance to Shine (Year 5 &amp; 6)</b> <ul style="list-style-type: none"> <li>Running between wickets &amp; backing up</li> <li>Exploration of throwing, bowling, fielding &amp; batting techniques under pressure</li> <li>Underarm bowling with accurate line &amp; length</li> <li>Introduction &amp; development of overarm bowling</li> <li>Effective &amp; consistent striking</li> <li>Hitting accuracy &amp; striking placement</li> <li>Playing competitive conditioned games</li> <li>Decision making &amp; selecting &amp; applying the appropriate skills in games</li> </ul> Creating & implementing fielding & batting tactics & strategies in games | <b>Games Tennis</b> <ul style="list-style-type: none"> <li>Changing direction &amp; footwork</li> <li>Ready position &amp; recovery</li> <li>Two handed &amp; one handed throwing, catching &amp; striking</li> <li>Racket familiarisation &amp; control</li> <li>Forehand, backhand, volley &amp; overarm service technique</li> <li>Aiming &amp; striking with accuracy</li> <li>Individual &amp; partner rallying</li> <li>Cooperative rally</li> <li>Conditioned competitive mini court tennis (with scoring)</li> </ul>                       | <b>OAA</b> <ul style="list-style-type: none"> <li>Develop communication &amp; cooperation &amp; trust skills through problem solving</li> <li>Understand safe practice &amp; recognise hazards</li> <li>Discuss actions, listen too &amp; give instructions</li> <li>Follow &amp; design a range of trails</li> <li>Understand, read, orientate &amp; follow a simple map</li> </ul>   |
| YEAR 6 | LESSON 2 | <b>Gymnastics Unit 1</b> <ul style="list-style-type: none"> <li>Exploration of press &amp; go actions &amp; shapes</li> <li>Linking press &amp; go to other transition actions to create, develop, remember &amp; perform continuously moving phrases</li> <li>Create phrases showing variations in speed, level and direction</li> <li>Explore a range of apparatus &amp;</li> <li>perform press &amp; go &amp; rebound actions on apparatus</li> </ul>  | <b>Gymnastics Unit 2</b> <ul style="list-style-type: none"> <li>Revisit a range of gymnastic actions &amp; compositional ideas</li> <li>Work with partners to create, develop, remember &amp; perform pairs sequences showing a variety of gymnastic actions, unison, canon &amp; meeting &amp; parting</li> <li>Explore, create &amp; perform longer compositional sequences showing copying, contrasting &amp; complimenting, speed, level, direction</li> <li>Evaluate, discuss &amp; improve sequences</li> </ul>             | <b>Dance Unit 1</b> <ul style="list-style-type: none"> <li>Create dances based on themes &amp; type of music</li> <li>Compose movement phrases showing basic dance actions including gesture, travel &amp; stillness</li> <li>Give &amp; receive feedback &amp; use feedback to inform &amp; improve performance</li> <li>Create, practice, refine, remember &amp; perform whole dances</li> </ul>   | <b>Dance Unit 2</b> <ul style="list-style-type: none"> <li>Copy repeat &amp; explore rock 'n' roll hand/arm actions &amp; steps</li> <li>Explore travel to link hand/arm &amp; step actions</li> <li>Create &amp; perform rock 'n' roll, twist &amp; disco dance movements with a partner showing different levels, speed &amp; direction. Use mirroring &amp; matching to develop actions into a phrase</li> <li>Copy &amp; repeat night fever motif &amp; explore disco movements with canon</li> <li>Understand the characteristics of each dance style</li> </ul>   | <b>Athletics</b> <ul style="list-style-type: none"> <li>Develop sprint start &amp; finish technique</li> <li>Refine distance running strategy</li> <li>Develop jump approaches, take off &amp; landing</li> <li>Develop hurdle technique</li> <li>Refine pull, push &amp; sling throwing technique</li> <li>Refine relay running technique &amp; strategy</li> <li>Develop personal performance as an athlete &amp; official</li> <li>Experience a multi-event competition</li> <li>Compete, measure, record &amp; compare performances</li> </ul> | <b>Swimming</b><br>Stroke development<br>Confidence and skill development*   |
|        | LESSON 1 | <b>Games Unit 1 Hockey</b> <ul style="list-style-type: none"> <li>Use correct stance &amp; grip</li> <li>Improve passing, receiving &amp; moving with the ball</li> <li>Pass with accuracy over increasing distance &amp; stop/control the ball with increased consistency</li> <li>Develop shooting technique</li> <li>Introduce &amp; develop safe tackle technique</li> <li>Understand &amp; implement the basic rules of hockey in games</li> <li>Apply passing, dribbling, receiving, intercepting &amp; tackling</li> </ul> | <b>Games Unit 1 Hockey</b> <ul style="list-style-type: none"> <li>Use correct stance &amp; grip</li> <li>Improve passing, receiving &amp; moving with the ball</li> <li>Pass with accuracy over increasing distance &amp; stop/control the ball with increased consistency</li> <li>Develop shooting technique</li> <li>Introduce &amp; develop safe tackle technique</li> <li>Understand &amp; implement the basic rules of hockey in games</li> <li>Apply passing, dribbling, receiving, intercepting &amp; tackling</li> </ul> | <b>Games Unit 1 Tag Rugby</b> <ul style="list-style-type: none"> <li>Develop ball handling skills &amp; passing &amp; moving with the ball</li> <li>Introduce &amp; develop the tag</li> <li>Evasion skills to beat defenders</li> <li>Run with the ball, keep possession &amp; make effective passes in games</li> <li>Make decision on when to pass or run</li> <li>Pass backwards &amp; run forwards</li> <li>Score tries correctly &amp; develop attacking &amp; defending strategies to apply in games</li> </ul> | <b>Games Unit 1 Tag Rugby</b> <ul style="list-style-type: none"> <li>Develop ball handling skills &amp; passing &amp; moving with the ball</li> <li>Introduce &amp; develop the tag</li> <li>Evasion skills to beat defenders</li> <li>Run with the ball, keep possession &amp; make effective passes in games</li> <li>Make decision on when to pass or run</li> <li>Pass backwards &amp; run forwards</li> <li>Score tries correctly &amp; develop attacking &amp; defending strategies to apply in games</li> <li>Take part in a tag rugby competition or festival</li> </ul>  | <b>OAA</b> <ul style="list-style-type: none"> <li>Develop communication &amp; cooperation &amp; trust skills through problem solving</li> <li>Understand safe practice &amp; recognise hazards</li> <li>Discuss actions, listen too &amp; give instructions</li> <li>Follow &amp; design a range of trails</li> <li>Understand, read, orientate &amp; follow a simple map</li> </ul>   | <b>Games Chance to Shine (Year 5 &amp; 6)</b> <ul style="list-style-type: none"> <li>Running between wickets &amp; backing up</li> <li>Exploration of throwing, bowling, fielding &amp; batting techniques under pressure</li> <li>Underarm bowling with accurate line &amp; length</li> <li>Introduction &amp; development of overarm bowling</li> <li>Effective &amp; consistent striking</li> <li>Hitting accuracy &amp; striking placement</li> <li>Playing competitive conditioned games</li> <li>Decision making &amp; selecting &amp; applying the appropriate skills in games</li> <li>Creating &amp; implementing fielding &amp; batting tactics &amp; strategies in games</li> </ul> |

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|-----------------|-------------------|---|---|--|--|---|--|
|                 |                   | <p>skills in small sided games</p> <ul style="list-style-type: none"> <li>Observe &amp; evaluate individual &amp; team performance &amp; effectiveness</li> <li>Compete in a quicksticks hockey competition or festival</li> </ul>  | <p>skills in small sided games</p> <ul style="list-style-type: none"> <li>Observe &amp; evaluate individual &amp; team performance &amp; effectiveness</li> <li>Compete in a quicksticks hockey competition or festival</li> </ul>  | <ul style="list-style-type: none"> <li>Take part in a tag rugby competition or festival</li> </ul>   |  |   |  |
|                 | <b>LESSON 2</b>   | <p><b>Gymnastics Unit 1</b></p> <ul style="list-style-type: none"> <li>Explore &amp; link symmetrical body shapes &amp; actions</li> <li>Create, develop, remember &amp; perform symmetrical phrases on the floor &amp; low level apparatus</li> <li>Explore &amp; asymmetrical body shapes &amp; actions</li> <li>Create, develop, remember &amp; perform asymmetrical phrases on the floor &amp; low level apparatus</li> <li>Combine symmetrical &amp; asymmetrical actions &amp; movements to create gymnastic phrases on the floor &amp; low level apparatus</li> <li>Perform routines with a partner</li> <li>Create, develop, remember &amp; perform more complex gymnastic sequences</li> </ul> | <p><b>Gymnastics Unit 2</b></p> <ul style="list-style-type: none"> <li>Explore stillness, partner work &amp; small group work</li> <li>The use of partners, group stillness to create balance</li> <li>Incorporate the compositional ideas of unison &amp; canon into routines</li> <li>Adapt pair &amp; group stillness, balance &amp; routines to incorporate a range of apparatus</li> <li>Create, develop, remember &amp; perform more complex gymnastic sequences</li> </ul> | <p><b>Dance Unit 1</b></p> <ul style="list-style-type: none"> <li>Copy, repeat &amp; develop gesture, travel, step patterns</li> <li>Explore compositional ideas of action/reaction, speed, levels, unison, mirroring &amp; canon</li> <li>Link dance performance to a character, them or story</li> <li>Compose, develop, remember &amp; perform phrases &amp; dances showing a variety of dance actions &amp; compositional ideas</li> </ul> | <p><b>Dance Unit 2</b></p> <ul style="list-style-type: none"> <li>Copy &amp; repeat taught dance motifs</li> <li>Explore feelings &amp; emotions through dance</li> <li>Create, develop, remember &amp; perform movement phrases &amp; dance based on a theme or to tell a story</li> <li>Explore compositional ideas of action/reaction, speed, levels, unison, mirroring &amp; canon</li> <li>Understand &amp; use dance terminology correctly</li> <li>Explore action/reaction &amp; create contrasting movement phrases</li> </ul> | <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Develop knowledge of preparing for, participating in &amp; recovering from training</li> <li>Develop knowledge of interval, circuit, continuous training</li> <li>Practice &amp; refine running, relay, throwing &amp; jumping techniques</li> <li>Develop personal performance as an athlete &amp; official</li> <li>Experience a multi-event competition</li> <li>Compete, measure, record &amp; compare performances</li> </ul> | <p><b>Swimming</b></p> <p>Stroke development<br/>Confidence and skill development*</p> |
| <b>Swimming</b> |                   | <b>Beginners</b>  |   | <b>Improvers</b>   |  | <b>Advanced</b>   |  |
|                 | <b>Stroke</b>     | <ul style="list-style-type: none"> <li>Move around the pool independently</li> <li>Float with the use of aids</li> <li>Travel on front and/or back with aids</li> <li>Travel on front and/or back without aids</li> <li>Travel 10 metres on front and/or back without aids</li> </ul>   |   | <ul style="list-style-type: none"> <li>Know how to achieve a streamlined body position</li> <li>Swim one stroke with good technique over 10m</li> <li>Swim two strokes with good technique over 10m</li> <li>Swim 3 strokes with good technique over 10m</li> <li>Swim 25m competently and proficiently using at least one stroke</li> </ul>   |  | <ul style="list-style-type: none"> <li>Know the importance of a streamlined body position</li> <li>Swim 1 stroke with a controlled and efficient technique</li> <li>Swim 2 strokes with a controlled and efficient technique</li> <li>Swim 3 strokes with a controlled and efficient technique</li> <li>Swim at least 25 metres using front crawl, backstroke and breaststroke</li> </ul>   |  |
|                 | <b>Confidence</b> | <ul style="list-style-type: none"> <li>Blow bubbles</li> <li>Submerge whole head in water</li> <li>Float without aids</li> <li>Push and glide</li> <li>Jump into the water*</li> </ul>  |   | <ul style="list-style-type: none"> <li>Push and glide</li> <li>Submerge to pick and object off of the bottom of the pool</li> <li>Combine different floating shapes</li> <li>Perform a sculling action</li> <li>Jump into deep water*</li> </ul>   |  | <ul style="list-style-type: none"> <li>Tread water</li> <li>Perform a sculling action</li> <li>Demonstrate surface dives*</li> <li>Demonstrate a range of safe entry techniques</li> <li>Identify areas of good technique and areas of improvement</li> </ul>   |  |