



<h2>Reception</h2>	
<h3>Let's Move!</h3>	<h3>Ball Skills</h3>
Children will develop fundamental movement skills.	Children will build confidence and skill in controlling a ball
<p>PD1 – To revise and refine the fundamental movement skills they have already required: Rolling, crawling, walking, jumping, hopping, skipping, climbing</p> <ul style="list-style-type: none"> <li>I can roll, crawl/ walk/ jump/ hop/skip/ climb.</li> <li>I can talk about how I am moving.</li> <li>I can talk about the direction I am moving.</li> <li>I can negotiate space safely.</li> </ul> <p>PD6 - To combine different movements with ease and fluency.</p> <ul style="list-style-type: none"> <li>I can combine movements like run, jump, crawl etc.</li> <li>I can change direction quickly.</li> <li>I can change speed quickly.</li> <li>I can hold beginning and end movements.</li> </ul>	<p>PD9 – To further develop and refine a range of ball skills including: Throwing, Catching , Kicking, Passing, Batting, Aiming</p> <ul style="list-style-type: none"> <li>I can catch an appropriate sized ball.</li> <li>I can throw a ball to a partner.</li> <li>I can kick a ball.</li> <li>I can kick a ball to a partner.</li> <li>I can stop a ball with my feet.</li> <li>I can kick a ball in and out of widely spaced cones.</li> <li>I can aim a beanbag into a large hoop.</li> <li>I can bat a ball.</li> <li>I can roll a ball.</li> </ul>
<h3>Gymnastics</h3>	<h3>Let's Dance!</h3>
Children will develop ways to move their bodies with control and will use gymnastics and climbing apparatus safely.	Children will move their bodies to dance individually and in groups. Dances will allow the children to express knowledge of the countries of the world.
<p>PD2 – To progress towards a more fluent style of moving, with developing control and grace.</p> <ul style="list-style-type: none"> <li>(PD2a) I can move with control.</li> <li>(PD2b) I can end movements in a balance.</li> <li>(PD2c) I can hold my balance for 3 seconds.</li> </ul> <p>PD7 – To confidently and safely use a range of large apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none"> <li>(PD7a) I can use the outdoor/PE apparatus with confidence.</li> <li>(PD7b) I know how to stay safe when using large apparatus.</li> </ul> <p>PD8 – To develop overall body-strength, balance, co-ordination and agility.</p> <ul style="list-style-type: none"> <li>(PD8a) I can climb.</li> <li>(PD8b) I can balance</li> <li>(PD8c) I can change movements and direction quickly.</li> </ul>	<p>EAD 8 – To explore and engage in dance, performing solo or in groups.</p> <ul style="list-style-type: none"> <li>I can move in time with a pulse (jump when the music gets louder or respond to changes.)</li> <li>I can copy choreographed routines.</li> </ul> <p>EAD 7 – To watch and talk about dance and performance art, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>I can talk about what I liked/ disliked.</li> <li>I can talk about how they performance made me feel.</li> <li>I can use costumes and props in my own performances.</li> </ul>
<h3>Improving Ball Skills</h3>	<h3>Mini Olympics Training</h3>
Children will further develop confidence and skill in controlling a ball. They will begin to use this skill to play in simple team games.	Children will develop athletic skills including running, jumping and balance.
<p>PD10 - To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> <li>I can catch a small ball I can throw a ball to a partner.</li> <li>I can kick a ball to a partner.</li> <li>I can kick a ball in and out of cones.</li> <li>I can aim a beanbag into different size hoops.</li> </ul>	<ul style="list-style-type: none"> <li>develop the overall body strength, co-ordination, balance and agility to engage successfully with future physical education sessions and disciplines such as gymnastics, sport and swimming.</li> </ul>



## Year One

Basketball	Dance	
Children will play a (modified) game of basketball	Create, perform and share a short dance based on the theme of banquet	Create a dance which has whole class parts, group sections and independent parts using at least 6 different movement patterns that show: different speeds, strength and balance, moving in different directions and keeping in time along with having sections of dance showing children working in unison and canon
To participate in team games, developing simple tactics for attacking and defending.	<ul style="list-style-type: none"> <li>• describe how their lungs and heart work when dancing</li> <li>• perform basic body actions</li> <li>• use different parts of the body singly and in combination</li> <li>• move with control</li> <li>• vary the way they use space</li> <li>• show some sense of dynamic, expressive and rhythmic qualities in their own dance</li> <li>• choose appropriate movements for different dance ideas</li> <li>• remember and repeat short dance phrases and simple dances</li> <li>• describe basic body actions and simple expressive and dynamic qualities of movement</li> </ul>	
Football	Gymnastics	
Children will play a (modified) football game	The aim of this task is to create a short sequence with a start & finish, along with basic rolls and the children travelling independently: FLOORWORK	The aim of this task is to create a short sequence with a start & finish, including landings and balances independently <b>CHILDREN ARE TO PERFORM USING APPARATUS.</b>
To participate in team games, developing simple tactics for attacking and defending.	<ul style="list-style-type: none"> <li>• Describe how their body feels during gymnastics</li> <li>• Make their body tense, relaxed, stretched and curled.</li> <li>• Show basic control and coordination when remaining still</li> <li>• Find and use space safely, with an awareness of others</li> <li>• Identify and copy the basic actions of gymnasts</li> <li>• Use words such as rolling, traveling, balancing, climbing</li> <li>• Choose and link 'like' actions</li> <li>• Remember and repeat these actions accurately and consistently</li> <li>• Describe what they do in their movement phrases</li> </ul>	
Hockey	Tennis	
To play a modified game of hockey	To develop the skills needed to build towards playing tennis	
To participate in team games, developing simple tactics for attacking and defending.	To master basic movements, including throwing and catching as well as agility and co-ordination	
Athletics	Cricket	
Development of running, throwing and catching skills and engagement in competitive activities.	To develop the skills needed to build towards playing cricket	
To master basic movements including running, jumping, throwing as well as developing agility and coordination and begin to apply these to a range of activities.	To master basic movements including running, throwing and catching, as well as co-ordination To participate in team games	

## Year Two

Basketball		Dance	
To play a modified basketball game		Create, perform and share a short dance by mastering 3 simple patterns, based on the theme of Clowns	Create, perform and share short dances based on the theme of: Folk Dancing
To participate in team games, developing simple tactics for attacking and defending.		<ul style="list-style-type: none"> <li>• describe how their lungs and heart work when dancing</li> <li>• perform basic body actions</li> <li>• use different parts of the body singly and in combination</li> <li>• move with control</li> <li>• vary the way they use space</li> <li>• show some sense of dynamic, expressive and rhythmic qualities in their own dance</li> <li>• choose appropriate movements for different dance ideas</li> <li>• remember and repeat short dance phrases and simple dances</li> <li>• describe basic body actions and simple expressive and dynamic qualities of movement</li> </ul>	
Football		Gymnastics	
To play a modified football game.		The aim of this task is to create a sequence with a start and a finish looking at 3 elements independently on the floor and with APPARATUS.	The aim of this task is to create a sequence with a partner, which contains a start and a finish along with 4 elements on the floor and using apparatus.
Participate in team games, developing simple tactics for attacking and defending		<ul style="list-style-type: none"> <li>• Describe how their body feels during gymnastics</li> <li>• Make their body tense, relaxed, stretched and curled.</li> <li>• Show basic control and coordination when remaining still</li> <li>• Find and use space safely, with an awareness of others</li> <li>• Identify and copy the basic actions of gymnasts</li> <li>• Use words such as rolling, traveling, balancing, climbing</li> <li>• Choose and link 'like' actions</li> <li>• Remember and repeat these actions accurately and consistently</li> <li>• Describe what they do in their movement phrases</li> </ul>	
Hockey		Tennis	
To play a modified game of hockey.		To develop the skills needed to build towards playing tennis.	
To participate in team games, developing simple tactics for attacking and defending.		To master basic movements, including throwing and catching as well as agility and co-ordination	
Athletics		Cricket	
To develop running, throwing and catching skills and engage in competitive activities.		To play kwik cricket	
<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing as well as developing agility and coordination and begin to apply these to a range of activities.</li> </ul>		<ul style="list-style-type: none"> <li>• To master basic movements including running, throwing and catching, as well as co-ordination</li> <li>• To participate in team games</li> </ul>	

## Year Three

Basketball	Gymnastics
To play a modified game of basketball	The aim of this task is to perform a sequence with 5 elements on the floor and on apparatus.
To play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.	<ul style="list-style-type: none"> <li>• Suggest warm-up activities</li> <li>• Identify some muscle groups used in gymnastic activities</li> <li>• Use a greater number of their own ideas for movements in response to a task (<i>changing speed, changing direction forwards, backwards, sideways</i>),</li> <li>• Choose and plan sequences of contrasting actions</li> <li>• Adapt sequences to suit different types of apparatus and their partner's ability</li> <li>• Show some contrast in shape and use of direction; work safely on the floor and apparatus</li> <li>• Compare and contrast gymnastic sequences, commenting on similarities and differences</li> <li>• With help, recognise how performances could be improved</li> </ul>
Football	Dance
To play a (modified) game of football.	The children are to create and perform a dance using at least 4 different movement patterns that show: different speeds, strength and balance and moving in different directions, showing different levels, with a partner or in a <b>small group, on the idea of 'keeping fit'</b>
To play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.	<ul style="list-style-type: none"> <li>• understand the importance of warming up and cooling down;</li> <li>• create dance phrases that communicate ideas;</li> <li>• improvise freely, translating ideas from a stimulus into movement;</li> <li>• share and create dance phrases with a partner and in a small group;</li> <li>• repeat, remember and perform these phrases in a dance;</li> <li>• use dynamic, rhythmic and expressive qualities clearly and with control;</li> <li>• recognise and talk about the movements used and the expressive qualities of dance;</li> <li>• suggest improvements to their own and other people's dances</li> </ul>
Rounders	Swimming
To play a (modified) game of Rounders	Improving water confidence and swimming at length
Play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.	Use a range of strokes effectively Perform self rescue Swim over a distance of at least 10m
Athletics	OAA
To enjoy competing (against themselves and others) and to evaluate and recognise their own success.	Work collaboratively to achieve a goal
Pupils should be taught to: <ul style="list-style-type: none"> <li>• To use running, jumping and throwing in isolation and combination.</li> <li>• To compare performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some of the physical demands that activities make on them</li> <li>• Use maps and diagrams to orientate themselves and to travel around a simple course 3, 9</li> <li>• Start to plan sensible responses to physical challenges or problems, talking and working with others in their group – 6</li> <li>• Respond when the task or environment changes and the challenge increases – 6, 7</li> <li>• Identify parts of the work that were successful</li> <li>• Respond to feedback on how to go about their work differently</li> </ul>

## Year Four

Basketball		Gymnastics	
To play a (modified) game of basketball. (4v4)	The aim of this task is to use just the floor and mats to perform a sequence using 6 different elements:	The aim of this task is to perform with a partner from start to finish showing 6 different elements through paired work	
To play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.	<ul style="list-style-type: none"> <li>• Describe how their body feels during gymnastics</li> <li>• Make their body tense, relaxed, stretched and curled.</li> <li>• Show basic control and coordination when remaining still</li> <li>• Find and use space safely, with an awareness of others</li> <li>• Identify and copy the basic actions of gymnasts</li> <li>• Use words such as rolling, traveling, balancing, climbing</li> <li>• Choose and link 'like' actions</li> <li>• Remember and repeat these actions accurately and consistently</li> <li>• Describe what they do in their movement phrases</li> </ul>		
Dance		Tennis	
The children are to create and perform a dance, either on their own, with a partner or in a small group, on the idea of 'Welcome to the House of Fun'.	To play a (modified) game of Tennis.		
<ul style="list-style-type: none"> <li>• Show a clear understanding of how to warm up and cool down safely</li> <li>• Perform dances clearly and fluently</li> <li>• Respond imaginatively to a range of stimuli related to character and narrative</li> <li>• Refine, repeat and remember dance phrases and dances</li> <li>• Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group</li> <li>• Show sensitivity to the dance idea and the accompaniment</li> <li>• Describe, interpret and evaluate dance, using appropriate language</li> </ul>	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.		
Swimming		OAA	
Improving water confidence and swimming at length	The aim of this task is for the children to work as a team to follow a set of rules and achieve the intended outcome		
Use a range of strokes effectively Perform self rescue Swim over a distance of at least 15m	<ul style="list-style-type: none"> <li>• Recognise some of the physical demands that activities make on them</li> <li>• Use maps and diagrams to orientate themselves and to travel around a simple course 3, 9</li> <li>• Start to plan sensible responses to physical challenges or problems, talking and working with others in their group – 6</li> <li>• Respond when the task or environment changes and the challenge increases – 6, 7</li> <li>• Identify parts of the work that were successful</li> <li>• Respond to feedback on how to go about their work differently</li> </ul>		
Athletics		Rugby	
To enjoy competing (against themselves and others) and to evaluate and recognise their own success.	To play a (modified) game of Tag Rugby.		
Pupils should be taught to: <ul style="list-style-type: none"> <li>• To use running, jumping and throwing and catching in isolation and in combination.</li> <li>• To compare performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	To play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.		

Basketball	Gymnastics
To play a (modified) game of basketball.	The aim of the game is to work with a partner and using floor and mats, create and perform a gymnastic sequence of at least nine elements Continue to work on: flexibility, strength technique, control and balance independently
To play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.	<ul style="list-style-type: none"> <li>• Understand the importance of warming up and cooling down</li> <li>• Say, in simple terms, why activity is good for their health, fitness and wellbeing</li> <li>• Show clarity, fluency, accuracy and consistency in their movements</li> <li>• In small groups, prepare a sequence to be performed to an audience</li> <li>• Make up longer, more complex sequences, including changes of direction, level and speed</li> <li>• Develop their own solutions to a task by choosing and applying a range of compositional principles</li> <li>• Combine and perform gymnastic actions, shapes and balances</li> <li>• Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</li> </ul>
Swimming	Dance
Improving water confidence and swimming at length	The children are to create a dance which has whole class parts, group sections and independent parts using at least 6 different movement patterns that show: different speeds, strength and balance, moving in different directions and keeping in time along with having sections of dance showing: children working in unison and cannon
Use a range of strokes effectively Perform self rescue Swim over a distance of at least 20m	<ul style="list-style-type: none"> <li>• organise their own warm-up and cool-down exercises;</li> <li>• show an understanding of safe exercising;</li> <li>• perform different styles of dance clearly and fluently;</li> <li>• adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</li> <li>• compose motifs and plan dances creatively and collaboratively in groups;</li> <li>• recognise and comment on dances, showing an understanding of style;</li> <li>• suggest ways to improve their own and other people's work</li> </ul>
Cricket	Athletics
To play a (modified) game of Cricket.	To enjoy competing (against themselves and others) and to evaluate and recognise their own success.
Play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.	<ul style="list-style-type: none"> <li>• To use running, jumping and throwing and catching in isolation and in combination.</li> <li>• To compare performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
Netball	OAA
To play a (modified) game of Netball	The aim of this task is to use a map of the playground/school to complete a course with around 10 controls, in pairs. Check two or three controls and then return to base before finding the next ones.
To play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.	<ul style="list-style-type: none"> <li>• Recognise some of the physical demands that activities make on them</li> <li>• choose and perform skills and strategies effectively; find solutions to problems and challenges 9</li> <li>• work increasingly well in a group or in a team where roles and responsibilities are understood 4,5,7</li> <li>• Plan, implement and refine the strategies they use; adapt the strategies as necessary. 4,5,9</li> <li>• Prepare physically and organisationally for challenges they are set, taking into account the group's safety. 1,4,5,9,10</li> </ul>

- Identify what they do well, as individuals and as a group; suggest ways to improve

## Year Six

<b>Swimming</b>	<b>Basketball</b>
<b>Improving water confidence and swimming at length</b>	<b>To play a (modified) game of basketball.</b>
Use a range of strokes effectively Perform self rescue Swim over a distance of at least 25m	To play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.
<b>Gymnastics</b>	<b>Dance</b>
<b>The aim of the task is to work in a group, using the floor and apparatus to create and perform a gymnastic sequence of at least ten elements</b>	The children are to create and perform a dance, either on their own, with a partner or in a small group, on the idea of 'Haka'
<ul style="list-style-type: none"> <li>• Understand the importance of warming up and cooling down</li> <li>• Say, in simple terms, why activity is good for their health, fitness and wellbeing</li> <li>• Show clarity, fluency, accuracy and consistency in their movements</li> <li>• In small groups, prepare a sequence to be performed to an audience</li> <li>• Make up longer, more complex sequences, including changes of direction, level and speed</li> <li>• Develop their own solutions to a task by choosing and applying a range of compositional principles</li> <li>• Combine and perform gymnastic actions, shapes and balances</li> <li>• Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</li> </ul>	<ul style="list-style-type: none"> <li>• warm up and cool down independently;</li> <li>• understand how dance helps to keep them healthy;</li> <li>• perform dances fluently and with control;</li> <li>• perform to an accompaniment expressively and sensitively;</li> <li>• work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</li> <li>• use appropriate criteria to evaluate and refine their own and others' work;</li> <li>• talk about dance with understanding, using appropriate language and terminology</li> </ul>
<b>Hockey</b>	<b>OAA</b>
<b>To play a (modified) game of hockey.</b>	The aim of this task is to use a map of the playground/school to complete a course with around 12 controls.  Check three or four controls and then return to base before finding the next ones.
To play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.	<ul style="list-style-type: none"> <li>• Recognise some of the physical demands that activities make on them</li> <li>• choose and perform skills and strategies effectively; find solutions to problems and challenges 9</li> <li>• work increasingly well in a group or in a team where roles and responsibilities are understood 4,5,7</li> <li>• Plan, implement and refine the strategies they use; adapt the strategies as necessary. 4,5,9</li> <li>• Prepare physically and organisationally for challenges they are set, taking into account the group's safety. 1,4,5,9,10</li> <li>• Identify what they do well, as individuals and as a group; suggest ways to improve</li> </ul>
<b>Handball</b>	<b>Athletics</b>
<b>To play a (modified) game of Handball</b>	<b>To enjoy competing (against themselves and others) and to evaluate and recognise their own success.</b>
To play competitive games, modified where appropriate, and apply basic principles suitable for attacking a defending.	Pupils should be taught to: <ul style="list-style-type: none"> <li>• To use running, jumping and throwing and catching in isolation and in combination.</li> <li>• To compare performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>