

# Physical Education Curriculum

Nursery			
Educational programmes: Revised EYFS framework 2021			
Physical Development: Gross Motor Skills			
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.			
	Autumn	Spring	Summer
Learning priorities	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Continue to develop movement skills of walking and running: <ul style="list-style-type: none"> <li>Negotiating space.</li> <li>Begin to adapt speed / direction to avoid obstacles</li> </ul> </li> <li>Continue to develop climbing skills: <ul style="list-style-type: none"> <li>Climb stairs using alternate feet.</li> <li>With support explore climbing frame.</li> </ul> </li> <li>Continue to develop balancing skills: <ul style="list-style-type: none"> <li>Complete low level obstacle courses.</li> <li>Walk up / down a ramp.</li> <li>Stand still or on one leg <i>e.g. musical statue</i>.</li> </ul> </li> <li>Begin to learn to <i>hop</i>.</li> <li>Continue to develop riding skills and pedal – scooter / trike / balance bike. <ul style="list-style-type: none"> <li>□ Follow bike track □ in correct direction □ stop / start</li> </ul> </li> <li>Continue to develop ball skills: <ul style="list-style-type: none"> <li>Rolling (partner / circle games)</li> <li>kicking</li> </ul> </li> <li>Begin to use large-muscle movements to: <ul style="list-style-type: none"> <li>Top to bottom movements <i>e.g. wave flags and streamers or paint / make marks, top to bottom</i></li> </ul> </li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Continue to develop movement of walking and running and adapt speed/ direction to avoid obstacles.</li> <li>Use climbing frame independently.</li> <li>Continue to develop balancing skills.</li> <li>Learn to hop and begin to learn to skip.</li> <li>Continue to develop riding skills: <ul style="list-style-type: none"> <li>Negotiate space / obstacles.</li> </ul> </li> <li>Continue to develop ball skills: <ul style="list-style-type: none"> <li>Throw / catch.</li> <li>Begin to aim balls and beanbags.</li> </ul> </li> <li>Use large muscle movements: <ul style="list-style-type: none"> <li>Begin to use anticlockwise circular movement <i>e.g. streamers or paint / make marks</i>.</li> </ul> </li> <li>Begin to remember some sequences and patterns of movement related to music and rhythm.</li> <li>Begin to take part in some paired activities <i>e.g. rolling a ball</i>.</li> <li>Begin to match developing physical skills to tasks and activities in setting <i>e.g. obstacle course, 'move like a...'</i></li> <li>Choose the right resource to carry out chosen plan.</li> <li>Begin to collaborate with others to manage large items.</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Continue to develop their movement, walking, running, climbing and balancing skills, using these skills for a variety of tasks.</li> <li>Develop confidence to skip and hop.</li> <li>Continue to develop riding skills: <ul style="list-style-type: none"> <li>Ride bikes with confidence around the track.</li> </ul> </li> <li>Continue to develop ball skills and begin to catch and aim, <i>e.g. with beanbags</i>.</li> <li>Use large muscle movements <i>e.g. top to bottom and anticlockwise</i>.</li> <li>Remember some sequences and patterns of movement related to music and rhythm.</li> <li>Begin to take part in small group team activities with adult support. <ul style="list-style-type: none"> <li><i>e.g. take turns in a target game or a simple team relay race.</i></li> </ul> </li> <li>Match developing physical skills to tasks and activities in setting</li> <li>Choose the right resource to carry out chosen plan</li> <li>Collaborate with others to manage / move large items</li> </ul>
Retrieval Vocabulary		Run, hop, skip, jump, walk, ride, climb, top, bottom, obstacle course, skip, throw, catch	Hop, skip, jump, balance
New Vocabulary	Run, hop, skip, jump, walk, ride, climb, bike, scooter, ball, kick, throw, catch, wave, up, down, round, across, straight, steer, peddle, start, track, roll, balance, top, bottom	Travel, faster, slower, aim, around, target	Bounce, slither, move, forwards, backwards, sideways, tip toe, anticlockwise, relay race

Reception			
Educational programmes: Revised EYFS framework 2021			
Physical Development: Gross Motor Skills			
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.			
	Autumn	Spring	Summer
Learning priorities	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:</li> <li>Develop overall body-strength, balance, co-ordination and agility: <ul style="list-style-type: none"> <li>Engage in short PE lessons.</li> </ul> </li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, and aiming</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Combine different movements with ease and fluency.</li> <li>Develop overall body strength, co-ordination, balance and agility,</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball e.g. bounce, pass, dribble, bat.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others when: <ul style="list-style-type: none"> <li>On the bike track</li> <li>Running</li> <li>Dancing.</li> </ul> </li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Retrieval Vocabulary	Run, hop, skip, jump, walk, ride, bike, scooter, ball, kick, throw, catch, wave, up, down, round, across, straight, steer, peddle, start, track, roll	Run, hop, skip, jump, walk, ride, bike, scooter, ball, kick, throw, catch, wave, up, down, round, across, straight, steer, peddle, start, track, roll, balance	Running, jumping, dancing, hopping, skipping and climbing
New Vocabulary	Rolling, crawling, walking, jumping, running, hopping, skipping, climbing, ride/cycle, steady	Bend, stretch, bounce, pass, dribble, bat	Strength, balance and coordination

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<b>KS1 National Curriculum</b> 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. Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.			
<b>Year 1</b>	<b>Fundamental movement skills</b>	<b>Team games</b>	<b>Dance</b>
<b>Knowledge, skills and learning outcomes</b>	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. Create positive ways to work together as a team using simple tactics	Perform dances using simple movement patterns. Develop the 1 <sup>st</sup> 16 counts of a 32-count motif using the mind map and whole class choreography to generate ideas. Perform, review and improve a finished performance piece.
<b>Vocabulary</b>	Space, balance, twist, turn, control, direction, sequence, pathways Travel: hop, skip, jump, walk, slide, gallop, roll	Fun, teamwork, share, rules, catch, throw, balance, kick, target Travel: hop, skip, jump, run, walk, slide, gallop	Motif, count, sequence, levels, space, music, paired, group, choreography, mind map, stimulus
<b>Autumn A</b>	<b>Games</b>	<b>Gym</b>	<b>Dance</b>
	<b>Locomotion 2</b>	<b>Points and patches</b>	<b>Animals</b>
<b>Sequence of learning</b>	<ul style="list-style-type: none"> <li>• Move around with good control.</li> <li>• Follow instructions, both visual and audio.</li> <li>• Travel backwards safely. Balance on one leg.</li> <li>• Jump in a variety of ways.</li> <li>• Dodge others.</li> <li>• Move safely with an awareness of others.</li> <li>• Skip with a rope</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a sequence of spins and symmetrical balances on patches.</li> <li>• Form a sequence with asymmetrical spins and balances.</li> <li>• Perform routines in different formations.</li> <li>• Spin at different levels/change the dynamics of the routine.</li> <li>• Hold balances at different levels and spin out of balances to form a sequence.</li> <li>• Perform spins and balances as part of a wider routine and different formations.</li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Develop creative ideas using words in the mind map as a stimulus. Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from a motif into travelling movements, show different levels/pathways in travelling movements.</li> <li>• Work in pairs to show cooperation and give useful peer feedback. Use the stimulus for creative/imaginative actions. Show a use of level/direction/unison when performing in pairs.</li> <li>• Understand what makes a good performance, give useful feedback to partner/groups and to improve own performance based on feedback.</li> </ul>

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Autumn B	Games	Gym	Dance
	<b>Fundamental Skills 2</b>	<b>Points and patches/apparatus</b>	<b>Pirates</b>
Sequence of learning	<ul style="list-style-type: none"> <li>• Hop/jump in various directions and heights.</li> <li>• Travel in various directions.</li> <li>• Dodge effectively and move safely with awareness of others.</li> <li>• Evade others by attacking and defending.</li> <li>• Punt/strike a ball effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a sequence of spins and symmetrical balances on patches on the apparatus.</li> <li>• Form a sequence with asymmetrical spins and balances on the apparatus.</li> <li>• Perform routines in different formations on the apparatus.</li> <li>• Spin at different levels/change the dynamics of the routine on the apparatus.</li> <li>• Hold balances at different levels and spin out of balances to form a sequence on the apparatus.</li> <li>• Perform spins and balances as part of a wider routine and different formations on the apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from a mind map to help us move in different ways.</li> <li>• Develop creative ideas using the words in the mind map as a stimulus (start point/inspirations).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from our motif into travelling movements.</li> <li>• Show different levels and pathways into travelling movements.</li> <li>• Work well in pairs showing good cooperation skills and give useful peer feedback.</li> <li>• Use a poem as a stimulus for creative and imaginative actions.</li> <li>• Use level, direction and unison when creating and performing pairs sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to my partner/group.</li> <li>• Improve my/our performance based on feedback.</li> </ul>
Spring A	Games	Gym	Dance
	<b>Invasion Games Skills 2</b>	<b>Pathways</b>	<b>Under the Sea</b>
Sequence of learning	<ul style="list-style-type: none"> <li>• Throw overarm for my partner to catch after one bounce.</li> <li>• Catch a ball consistently on the full.</li> <li>• Track an opponent.</li> <li>• Dodge and beat an opponent.</li> <li>• Pass a ball consistently with control.</li> <li>• Compete with some spatial awareness in team games.</li> </ul>	<ul style="list-style-type: none"> <li>• Step gracefully in straight pathways.</li> <li>• Create a sequence involving sideways, forwards and backwards stepping.</li> <li>• Move close to the ground by pushing and pulling on different parts of my body.</li> <li>• Move in triangular pathways on different body parts.</li> <li>• Use high means of travelling to trace a square pattern on the floor.</li> <li>• Demonstrate a variety of turns.</li> <li>• Jump in different ways with coordination.</li> <li>• Travel in zig zag pathways.</li> <li>• Create sequences in curved pathways on the floor.</li> <li>• Use different pathways within one sequence.</li> <li>• Mount and dismount apparatus using different pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from a mind map to help to move in different ways.</li> <li>• Develop creative ideas using the words in the mind map as a stimulus (start point/inspirations).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from a motif into travelling movements.</li> <li>• Show different levels and pathways into travelling movements.</li> <li>• Work well in pairs showing good cooperation skills and give useful peer feedback.</li> <li>• Use a poem as a stimulus for creative and imaginative actions.</li> <li>• Use level, direction and unison when creating and performing pairs sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group.</li> <li>• Improve performance based on feedback.</li> </ul>



Spring B	Games	Gym	Dance
	Object Manipulation	Pathways/apparatus	Mini Beasts
Sequence of learning	<ul style="list-style-type: none"> <li>• Dribble a football.</li> <li>• Trap a ball and shoot at a target with my instep.</li> <li>• Punt a ball with either foot.</li> <li>• Throw an object from a sideways on position.</li> <li>• Throw under/overarm with increasing accuracy.</li> <li>• Dribble a ball with one hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Step gracefully in straight pathways.</li> <li>• Create a sequence involving sideways, forwards and backwards stepping. <b>(Apparatus)</b></li> <li>• Move close to the ground by pushing and pulling on different parts of my body.</li> <li>• Move in triangular pathways on different body parts. <b>(Apparatus)</b></li> <li>• Use high means of travelling to trace a square pattern on the floor.</li> <li>• Demonstrate a variety of turns. <b>(Apparatus)</b></li> <li>• Jump in different ways with coordination.</li> <li>• Travel in zig zag pathways. <b>(Apparatus)</b></li> <li>• Create sequences in curved pathways on the floor. <b>(Apparatus)</b></li> <li>• Use different pathways within one sequence.</li> <li>• Mount and dismount apparatus using different pathways. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use words from a mind map to help move in different ways.</li> <li>• Encourage other children with positive feedback using words such as timing, levels and dynamics.</li> <li>• Turn the action from a motif into travelling movements.</li> <li>• Show different levels/pathways in my travelling movements.</li> <li>• Work in pairs showing good cooperation skills and give useful peer feedback.</li> <li>• Show the use of level, direction and unison when creating and performing in pairs.</li> <li>• Use pictures as a stimulus for creative and imaginative actions.</li> <li>• Understand what makes a good performance, give useful feedback to my partner/group.</li> <li>• Improve my performance based on feedback.</li> </ul>
Summer A	Games	Gym	Dance
	Net and wall 1	Wide and narrow, curled rolls and balancing	Class Topic
Sequence of learning	<ul style="list-style-type: none"> <li>• Send and receive a ball with some degree of accuracy.</li> <li>• Strike a ball with one hand whilst it is airborne.</li> <li>• Strike and volley a ball with some degree of accuracy.</li> <li>• Send a ball against a wall and receive it back.</li> <li>• Keep a rally going against a wall independently or with a partner.</li> <li>• Strike with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Travel with body in a wide shape.</li> <li>• Balance including in inversion with wide body parts.</li> <li>• Create a sequence of curled movements on the floor and apparatus.</li> <li>• Make long shapes whilst in balance, motion and flight.</li> <li>• Perform a sequence involving narrow movements.</li> <li>• Move from narrow shapes to tight curled shapes and back to form a sequence.</li> <li>• Perform a sequence which flows well and has work at high and low levels.</li> <li>• Form a sequence to include a curled shape, a narrow shape and a wide shape.</li> <li>• Work at high and low levels.</li> <li>• Perform a sequence of moves with a partner where to work in a curled, long and narrow shape and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from a mind map to help us move in different ways.</li> <li>• Develop creative ideas using the words in the mind map as a stimulus (start point/inspirations).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from our motif into travelling movements.</li> <li>• Show different levels and pathways into travelling movements.</li> <li>• Work well in pairs showing good cooperation skills and give useful peer feedback.</li> <li>• Use a prop/poem as a stimulus for creative and imaginative actions.</li> <li>• Use level, direction and unison when creating and performing pairs sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group.</li> <li>• Improve performance based on feedback.</li> </ul>

Summer B	Games	Gym	Dance
	Strike and field 1	Wide and narrow, curled rolls and balancing /apparatus	Whole class production
Sequence of learning	<ul style="list-style-type: none"> <li>• Strike a ball off a tee.</li> <li>• Run when I hit the ball to gather runs.</li> <li>• Work as a group to field a ball.</li> <li>• Get into a good 'Ready Position' to catch a ball.</li> <li>• Track the flight of a ball and catch it.</li> <li>• Roll a ball into a target accurately.</li> <li>• Throw a beanbag underarm accurately.</li> <li>• Pick up a ball cleanly using a good technique.</li> <li>• Roll a ball accurately.</li> <li>• Pick up and throw overarm.</li> <li>• Strike accurately and can support other fielders by backing them up.</li> </ul>	<ul style="list-style-type: none"> <li>• Travel with body in a wide shape.</li> <li>• Balance including in inversion with wide body parts. <b>(Apparatus)</b></li> <li>• Create a sequence of curled movements on the floor and apparatus. <b>(Apparatus)</b></li> <li>• Make long shapes whilst in balance, motion and flight. Perform a sequence involving narrow movements. <b>(Apparatus)</b></li> <li>• Move from narrow shapes to tight curled shapes and back to form a sequence.</li> <li>• Perform a sequence which flows well and has work at high and low levels. <b>(Apparatus)</b></li> <li>• Form a sequence to include a curled shape, a narrow shape and a wide shape.</li> <li>• Work at high and low levels. <b>(Apparatus)</b></li> <li>• Perform a sequence of moves with a partner where you work in a curled, long and narrow shape and movement. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from a mind map to help move in different ways.</li> <li>• Develop creative ideas using the words in the mind map as a stimulus (start point/inspirations).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from our motif into travelling movements.</li> <li>• Show different levels and pathways into travelling movements.</li> <li>• Work well as a group showing good cooperation skills and give useful peer feedback.</li> <li>• Use a prop/poem as a stimulus for creative and imaginative actions. Use level, direction and unison when creating and performing pairs sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group.</li> <li>• Improve performance based on feedback.</li> </ul>

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<b>KS1 National Curriculum</b> 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. Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.			
<b>Year 2</b>	<b>Fundamental movement skills</b>	<b>Team games</b>	<b>Dance</b>
<b>Knowledge, skills and learning outcomes</b>	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. Create positive ways to work together as a team using simple tactics and skills.	Perform dances using simple movement patterns. Develop the 1 <sup>st</sup> 16 counts of a 32-count motif using the mind map and whole class choreography to generate ideas. Perform, review and improve a finished performance piece.
<b>Vocabulary</b>	Space, balance, twist, turn, control, direction, sequence, pathways Travel: hop, skip, jump, walk, slide, gallop, roll	Fun, teamwork, share, rules, catch, throw, balance, kick, target Travel: hop, skip, jump, run, walk, slide, gallop	Motif, count, sequence, levels, space, music, choreography, paired, group, mind map, stimulus
<b>Autumn A</b>	<b>Games</b>	<b>Gym</b>	<b>Dance</b>
	<b>Fundamental Skills 3</b>	<b>Spinning, turning and twisting</b>	<b>Fire of London</b>
<b>Sequence of learning</b>	<ul style="list-style-type: none"> <li>• Skip using a rope</li> <li>• Jump in a variety of ways</li> <li>• Dribble a ball with either hand</li> <li>• Travel with my head up and with a ball under control</li> <li>• Receive a ball and trap it</li> <li>• Cushion a pass that is sent to me</li> <li>• Pass in a variety of ways</li> <li>• Pass accurately</li> <li>• Jump for height</li> <li>• Catch and signal for a ball consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Spin on different patches.</li> <li>• Devise a sequence of balances and spins.</li> <li>• Perform a twist then roll.</li> <li>• Change the pathway after each roll by spinning.</li> <li>• Twist in flight.</li> <li>• Change the point of contact in balances by leading into the next balance by twisting.</li> <li>• Twist whilst in inversion.</li> <li>• Use small pieces of apparatus to counter balance.</li> <li>• Work in pairs to counter balance one another or use the floor to both counter balance against.</li> <li>• Work efficiently in synchronisations to perform different balances and twists.</li> <li>• Create a sequence of work which has clear start and controlled movements linked with twists, spins and turns.</li> <li>• Perform a routine which mirrors that of a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from the mind map to help me move in different ways.</li> <li>• Develop creative ideas using words in the mind map as a stimulus. (start point).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from our motif into travelling movements.</li> <li>• Show different levels/pathways in my travelling movements.</li> <li>• Work well in pairs showing good cooperation skills and give useful peer feedback.</li> <li>• Use a poem as a stimulus for creative and imaginative actions.</li> <li>• Show use of level, direction and unison when creating and performing paired work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group and improve own performance based on the feedback.</li> </ul>

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Autumn B	Games	Gym	Dance
	Fundamental skills 2	Spinning, turning and twisting/apparatus	Fireworks
Sequence of learning	<ul style="list-style-type: none"> <li>• Hop and move carefully retaining my balance</li> <li>• Travel backwards into space safely</li> <li>• Jump in a variety ways landing safely</li> <li>• Combine a run a jump</li> <li>• Dodge and move safely</li> <li>• Evade, attack and defend</li> <li>• Punt/strike a ball accurately with power</li> </ul>	<ul style="list-style-type: none"> <li>• Spin on different patches.</li> <li>• Devise a sequence of balances and spins. <b>(Apparatus)</b></li> <li>• Perform a twist then roll.</li> <li>• Change the pathway after each roll by spinning. <b>(Apparatus)</b></li> <li>• Twist in flight.</li> <li>• Change the point of contact in balances by leading into the next balance by twisting. <b>(Apparatus)</b></li> <li>• Twist whilst in inversion.</li> <li>• Use small pieces of apparatus to counter balance. <b>(Apparatus)</b></li> <li>• Work in pairs to counter balance one another or use the floor to both counter balance against.</li> <li>• Work efficiently in synchronisations to perform different balances and twists. <b>(Apparatus)</b></li> <li>• Create a sequence of work which has clear start and controlled movements linked with twists, spins and turns.</li> <li>• Perform a routine which mirrors that of a partner. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from the mind map to help move in different ways.</li> <li>• Develop creative ideas using words in the mind map as a stimulus. (start point).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from a motif into travelling movements.</li> <li>• Show different levels/pathways in travelling movements.</li> <li>• Work well in pairs showing good cooperation skills and give useful peer feedback.</li> <li>• Use a poem as a stimulus for creative and imaginative actions.</li> <li>• Show use of level, direction and unison when creating and performing paired work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to my partner/group and improve performance based on the feedback.</li> </ul>
Spring A	Games	Gym	Dance
	Invasion Skills 2	Stretching, curling and arching	Under the Sea
Sequence of learning	<ul style="list-style-type: none"> <li>• I can throw overarm to my partner who can catch after one bounce</li> <li>• Catch a ball consistently on the full</li> <li>• To move an opponent around a court</li> <li>• Track and intercept a pass</li> <li>• Dodge a ball</li> <li>• Pass a ball consistently with control</li> <li>• Retain possession of a ball</li> <li>• Compete with some spatial awareness in games.</li> </ul>	<ul style="list-style-type: none"> <li>• Travel forwards, backwards and sideways in curled positions.</li> <li>• Take up a curled position within flight.</li> <li>• Support my own body weight on different body parts whilst in curled positions.</li> <li>• Stretch in balance.</li> <li>• Execute arches on front and back.</li> <li>• Jump stretching to make the longest possible shape that can whilst in flight.</li> <li>• Stretch and curl within the same action.</li> <li>• Create a sequence with seamless transitions at high levels.</li> <li>• Stretch whilst stepping and taking weight on hands.</li> <li>• Stretch and curl whilst taking weight at high levels.</li> <li>• Use small apparatus to stretch, curl and hold a bridge.</li> <li>• Make front and back supports showing a variety of ways of travelling into and out of those supports.</li> <li>• Perform a sequence with clear starting and finishing positions and involving curling, stretching and arching.</li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from the mind map to help move in different ways.</li> <li>• Develop creative ideas using words in the mind map as a stimulus. (start point).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from our motif into travelling movements.</li> <li>• Show different levels/pathways in travelling movements.</li> <li>• Work well in pairs showing good cooperation skills and give useful peer feedback. Use a poem as a stimulus for creative and imaginative actions.</li> <li>• Show use of level, direction and unison when creating and performing paired work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group and improve performance based on the feedback.</li> </ul>



Spring B	Games	Gym	Dance
	Target games	Stretching, curling and arching/apparatus	Mini Beasts
Sequence of learning	<ul style="list-style-type: none"> <li>• Throw a ball underarm with either hand and with some accuracy at a target.</li> <li>• Kick a ball with some accuracy with both feet.</li> <li>• Roll an object with some accuracy with either hand.</li> <li>• Punt a ball with some accuracy with both feet.</li> <li>• Strike a ball with a racket or bat at a target with some degree of force and accuracy.</li> <li>• Bounce a ball with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Travel forwards, backwards and sideways in curled positions.</li> <li>• Take up a curled position within flight.</li> <li>• Support my own body weight on different body parts whilst in curled positions. <b>(Apparatus)</b></li> <li>• Stretch in balance.</li> <li>• Execute arches on front and back.</li> <li>• Jump stretching to make the longest possible shape whilst in flight. <b>(Apparatus)</b></li> <li>• Stretch and curl within the same action.</li> <li>• Create a sequence with seamless transitions at high levels. <b>(Apparatus)</b></li> <li>• Stretch whilst stepping and taking weight on hands.</li> <li>• Stretch and curl whilst taking weight at high levels. <b>(Apparatus)</b></li> <li>• Use small apparatus to stretch, curl and hold a bridge.</li> <li>• Make front and back supports showing a variety of ways of travelling into and out of those supports. <b>(Apparatus)</b></li> <li>• Perform a sequence with clear starting and finishing positions and involving curling, stretching and arching. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from the mind map to help me move in different ways.</li> <li>• Develop creative ideas using words in the mind map as a stimulus. (start point).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from our motif into travelling movements.</li> <li>• Show different levels/pathways in my travelling movements.</li> <li>• Work well in pairs showing good cooperation skills and give useful peer feedback.</li> <li>• Use a poem as a stimulus for creative and imaginative actions.</li> <li>• Show use of level, direction and unison when creating and performing paired work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group and improve performance based on the feedback.</li> </ul>
Summer A	Games	Gym	Dance
	Dodgeball	Pathways, straight, zigzag and curving	Pirates
Sequence of learning	<ul style="list-style-type: none"> <li>• Throw a ball powerfully and accurately.</li> <li>• Keep my eye on the opposition.</li> <li>• Catch a ball and get teammates back into the game.</li> <li>• Show peripheral awareness.</li> <li>• Adapt to different rules quickly.</li> <li>• Attack decisively.</li> <li>• Defend skilfully.</li> <li>• Make good decisions at crucial times.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a variety of gym moves/skills in straight lines.</li> <li>• Change direction using different types of turns 90, 180, 270 degrees.</li> <li>• Create a sequence where to work in zig/zag pathways.</li> <li>• Show a variety of gymnastic moves at different levels.</li> <li>• Demonstrate zig/zag and straight pathways in sequence work.</li> <li>• Perform with control and adaptations to original work.</li> <li>• Select and demonstrate moves which fit in well with the objective of performing in a curved pathway.</li> <li>• Perform a sequence of moves which are in a curved motion.</li> <li>• Travel backwards and sideways to form a sequence.</li> <li>• Link my movements seamlessly through good transitional movements.</li> <li>• Perform a variety of moves on the floor using different pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from the mind map to help me move in different ways.</li> <li>• Develop creative ideas using words in the mind map as a stimulus. (start point).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from a motif into travelling movements.</li> <li>• Show different levels/pathways in travelling movements.</li> <li>• Work well in pairs showing good cooperation skills and give useful peer feedback.</li> <li>• Use a poem as a stimulus for creative and imaginative actions.</li> <li>• Show use of level, direction and unison when creating and performing paired work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group and improve performance based on the feedback.</li> </ul>

Summer B	Games	Gym	Dance
	Athletics	Pathways, straight, zigzag and curving/apparatus	Class Production
Sequence of learning	<ul style="list-style-type: none"> <li>• Demonstrate agility, Balance and Coordination.</li> <li>• Jump in a variety of ways.</li> <li>• Coordinate a run with a Jump.</li> <li>• Cushion my knees when landing.</li> <li>• Leap, Jump and Hop.</li> <li>• Add a short run to my Jump.</li> <li>• Throw an object when stationary.</li> <li>• Throw with a run up.</li> <li>• Help peers improve their performance with good feedback.</li> <li>• Demonstrate a variety of athletic techniques competently.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a variety of gym moves/skills in straight lines.</li> <li>• Change direction using different types of turns 90, 180, 270 degrees. <b>(Apparatus)</b></li> <li>• Create a sequence where I work in zig/zag pathways.</li> <li>• Show a variety of gymnastic moves at different levels. <b>(Apparatus)</b></li> <li>• Demonstrate zig/zag and straight pathways in sequence work.</li> <li>• Perform with control and adaptations to original work. <b>(Apparatus)</b></li> <li>• Select and demonstrate moves which fit in well with the objective of performing in a curved pathway.</li> <li>• Perform a sequence of moves which are in a curved motion. <b>(Apparatus)</b></li> <li>• Travel backwards and sideways to form a sequence.</li> <li>• Link my movements seamlessly through good transitional movements. <b>(Apparatus)</b></li> <li>• Perform a variety of moves on the floor using different pathways. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and creatively in space.</li> <li>• Use words from the mind map to help move in different ways.</li> <li>• Develop creative ideas using words in the mind map as a stimulus. (start point).</li> <li>• Focus on timing and performing the completed motif in unison.</li> <li>• Creatively turn the action from our motif into travelling movements.</li> <li>• Show different levels/pathways in travelling movements.</li> <li>• Work well in pairs showing good cooperation skills and give useful peer feedback.</li> <li>• Use a poem as a stimulus for creative and imaginative actions.</li> <li>• Show use of level, direction and unison when creating and performing paired work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to my partner/group and improve performance based on the feedback.</li> </ul>

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**KS2 National Curriculum**

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.

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Year 3	Fundamental	Competitive games	Athletics/ Gymnastics	Dance	Outdoor and adventurous activity	Personal and social development
Knowledge, skills and learning outcomes	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. Develop a 32-48 count motif using a mind map and whole group choreography. Perform, review and improve a finished performance piece.	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.
Vocabulary	Run, jump, throw, catch, pivot, space	Attack, defend, pressure, shoot/score, space, positions, drive, push, serve, forehand, backhand, pass, drop shot, court, control, possession, compete, win, lose	Asymmetrical, symmetrical, balance, spin, travel, jump, apparatus, roll, shape, points, patches, pair, group, transition, smooth, sequence	Timing, levels, choreography, motif, stimulus, props, unison, canon, formation	Leadership, teamwork, respect, listen, challenge, success, team mate	Self-motivated, communicate, reflect, work well with others, listen, leadership, success

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Autumn A	Dance	Gym	Games
	Around the UK	Receiving body weight	Dodgeball
Sequence of learning	<ul style="list-style-type: none"> <li>• Share what is known about the theme.</li> <li>• Creatively use words from the mind map to help to move in different ways.</li> <li>• Show good timing, posture and extension.</li> <li>• Use the actions from the motif creatively using different body parts and movements.</li> <li>• Show changes in level and pathway when travelling.</li> <li>• Show good timing and control.</li> <li>• Use pictures creatively.</li> <li>• Show use of mirror image and changes in level.</li> <li>• Work co-operatively.</li> <li>• Work well in groups showing cooperation skills.</li> <li>• Use a poem/prop as a stimulus for creative and imaginative actions.</li> <li>• Show use of canon and changes in formation.</li> <li>• Work well in groups showing food cooperation skills and provide useful peer feedback.</li> <li>• Show the use of canon and changes in formation when creating and performing group sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group.</li> <li>• Improve my/our own performance based on peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Take weight on patches. I can create asymmetrical and symmetrical shapes in balances and patches.</li> <li>• Evaluate the work of others using technical language.</li> <li>• Take body weight on my back and shoulders both in balance and in motion.</li> <li>• Create a sequence of moves on the floor involving different pathways.</li> <li>• Take weight on my hands, both to support in balance and whilst in motion.</li> <li>• Take weight on hands as part of a sequence of moves.</li> <li>• Take body weight on my back, bottom and shoulders both in balance and in motion.</li> <li>• Transfer a routine involving taking weight on my back, shoulders and bottom.</li> <li>• Take weight on my back, bottom and shoulders both in balance and in motion.</li> <li>• Receive weight on a range of body parts and move seamlessly into another move.</li> <li>• Perform with control and a range of dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw a ball powerfully and accurately.</li> <li>• Keep my eye on the opposition.</li> <li>• Catch a ball and get teammates back into the game.</li> <li>• Show peripheral awareness.</li> <li>• Adapt to different rules quickly.</li> <li>• Attack decisively.</li> <li>• Defend skilfully.</li> <li>• Make good decisions at crucial times.</li> </ul>

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Autumn B	Dance	Gym	Games
	Stone Age	Receiving body weight/apparatus	Netball
Sequence of learning	<ul style="list-style-type: none"> <li>• Share what is known about the theme.</li> <li>• Creatively use words from the mind map to help to move in different ways.</li> <li>• Show good timing, posture and extension.</li> <li>• Use the actions from the motif creatively using different body parts and movements.</li> <li>• Show changes in level and pathway when travelling.</li> <li>• Show good timing and control.</li> <li>• Use pictures creatively.</li> <li>• Show use of mirror image and changes in level.</li> <li>• Work co-operatively.</li> <li>• Work well in groups showing cooperation skills.</li> <li>• Use a poem/prop as a stimulus for creative and imaginative actions.</li> <li>• Show use of canon and changes in formation.</li> <li>• Work well in groups showing food cooperation skills and provide useful peer feedback.</li> <li>• Show the use of canon and changes in formation when creating and performing group sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group.</li> <li>• Improve my/our own performance based on peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Take weight on patches.</li> <li>• Create asymmetrical and symmetrical shapes in balances and patches. <b>(Apparatus)</b></li> <li>• Evaluate the work of others using technical language.</li> <li>• Take body weight on my back and shoulders both in balance and in motion.</li> <li>• Create a sequence of moves on the floor involving different pathways. <b>(Apparatus)</b></li> <li>• Take weight on my hands, both to support in balance and whilst in motion.</li> <li>• Take weight on hands as part of a sequence of moves. <b>(Apparatus)</b></li> <li>• Take body weight on my back, bottom and shoulders both in balance and in motion.</li> <li>• Transfer a routine involving taking weight on my back, shoulders and bottom. <b>(Apparatus)</b></li> <li>• Take weight on my back, bottom and shoulders both in balance and in motion. <b>(Apparatus)</b></li> <li>• Receive weight on a range of body parts and move seamlessly into another move.</li> <li>• Perform with control and a range of dynamics. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Send a netball accurately in a variety of ways.</li> <li>• Pass under pressure.</li> <li>• Pass a netball to bypass a defender, by passing. quickly or using feinting/giving the eyes.</li> <li>• Defend individually/or as part of a team.</li> <li>• Attack by being fluid in my positioning, using width and passing quickly.</li> <li>• Shoot using good technique.</li> <li>• Play in a game showing a range of skills and awareness of where I can go on court.</li> <li>• Take up multiple roles within a game.</li> <li>• Track an opponent on court.</li> <li>• Demonstrate the school games values, Passion, Teamwork, Respect, Honesty, Determination, Self-belief.</li> </ul>

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Spring A	Dance	Gym	Games
	Egyptians	Linking movements together	Cricket
Sequence of learning	<ul style="list-style-type: none"> <li>• Share what I know about the theme.</li> <li>• Creatively use words from the mind map to help to move in different ways.</li> <li>• Show good timing, posture and extension.</li> <li>• Use the actions from the motif creatively using different body parts and movements.</li> <li>• Show changes in level and pathway when travelling.</li> <li>• Show good timing and control.</li> <li>• Use pictures creatively.</li> <li>• Show use of mirror image and changes in level.</li> <li>• Work co-operatively.</li> <li>• Work well in groups showing cooperation skills.</li> <li>• Use a poem/prop as a stimulus for creative and imaginative actions.</li> <li>• Show use of canon and changes in formation.</li> <li>• Work well in groups showing food cooperation skills and provide useful peer feedback.</li> <li>• Show the use of canon and changes in formation when creating and performing group sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group.</li> <li>• Improve my/our own performance based on peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Step and turn 90, 180 and 270 degrees.</li> <li>• Perform a sequence by taking weight on hands and linking other moves.</li> <li>• Find ways of moving out of one balance into another.</li> <li>• Work at different levels.</li> <li>• Show different graceful ways of getting from floor to ground and vice versa.</li> <li>• Explore a variety of rolls which I can use to link a series of balances.</li> <li>• Travel on patches close to the ground and show contrasting high-level work.</li> <li>• Be self-motivated and physically.</li> </ul>	<ul style="list-style-type: none"> <li>• Position self within a stance to receive a ball bowled at me.</li> <li>• Bowl overarm with a straight arm.</li> <li>• Take up a wicket keeping stance and take balls bowled on both sides of the wicket.</li> <li>• Demonstrate specific tactical awareness.</li> <li>• Throw accurately and powerfully.</li> <li>• Slide my bat to make ground.</li> <li>• Have a sense of anticipation and an awareness of space and others.</li> <li>• Bat with a partner, communicating effectively.</li> <li>• Bowl with increasing accuracy.</li> <li>• Bowl with a run up.</li> <li>• Communicate with a partner when batting.</li> <li>• Back up fellow fielders in the field.</li> <li>• Play purposefully in a competitive game taking on multiple roles effectively.</li> </ul>

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Spring B	Dance	Gym	Games
	Class Topic	Linking movements together/apparatus	Tag Rugby
Sequence of learning	<ul style="list-style-type: none"> <li>• Share what is known about the theme.</li> <li>• Creatively use words from the mind map to help to move in different ways.</li> <li>• Show good timing, posture and extension.</li> <li>• Use the actions from the motif creatively using different body parts and movements.</li> <li>• Show changes in level and pathway when travelling.</li> <li>• Show good timing and control.</li> <li>• Use pictures creatively.</li> <li>• Show use of mirror image and changes in level.</li> <li>• Work co-operatively.</li> <li>• Work well in groups showing cooperation skills.</li> <li>• Use a poem/prop as a stimulus for creative and imaginative actions.</li> <li>• Show use of canon and changes in formation.</li> <li>• Work well in groups showing food cooperation skills and provide useful peer feedback.</li> <li>• Show the use of canon and changes in formation when creating and performing group sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group.</li> <li>• Improve own performance based on peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Step and turn 90, 180 and 270 degrees.</li> <li>• Perform a sequence by taking weight on my hands and linking other moves. <b>(Apparatus)</b></li> <li>• Find ways of moving out of one balance into another.</li> <li>• Work at different levels. <b>(Apparatus)</b></li> <li>• Show different graceful ways of getting from floor to ground and vice versa. <b>(Apparatus)</b></li> <li>• Explore a variety of rolls which I can use to link a series of balances. <b>(Apparatus)</b></li> <li>• Travel on patches close to the ground and show contrasting high-level work. <b>(Apparatus)</b></li> <li>• Be self-motivated and physically. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Scoop a ball from the floor.</li> <li>• Dodge to avoid being tagged by an opponent.</li> <li>• Pocket pass with accuracy from right to left.</li> <li>• Make a target and receive a ball.</li> <li>• Send and receive under pressure.</li> <li>• Pass a ball backwards with accuracy.</li> <li>• Perform a dummy pass when attacking.</li> <li>• Look to pass backwards.</li> <li>• Create and overlap when attacking.</li> <li>• Set up defensively opposite an opponent.</li> <li>• Apply a range of skills effectively.</li> <li>• Play to the rules.</li> </ul>

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Summer A	Dance	Gym	Games
	Dance around the world	Symmetry and asymmetry/partner work	Athletics
Sequence of learning	<ul style="list-style-type: none"> <li>• Share what is known about the theme.</li> <li>• Creatively use words from the mind map to help to move in different ways.</li> <li>• Show good timing, posture and extension.</li> <li>• Use the actions from the motif creatively using different body parts and movements.</li> <li>• Show changes in level and pathway when travelling.</li> <li>• Show good timing and control.</li> <li>• Use pictures creatively. I can show use of mirror image and changes in level.</li> <li>• Work co-operatively.</li> <li>• Work well in groups showing cooperation skills.</li> <li>• Use a poem/prop as a stimulus for creative and imaginative actions.</li> <li>• Show use of canon and changes in formation.</li> <li>• Work well in groups showing food cooperation skills and provide useful peer feedback.</li> <li>• Show the use of canon and changes in formation when creating and performing group sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group.</li> <li>• Improve own/groups performance based on peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Spin on patches.</li> <li>• Put spins into a sequence with smooth transitions.</li> <li>• Spin on points.</li> <li>• Spin at different levels.</li> <li>• Put spins at different levels into a sequence with smooth transitions.</li> <li>• Spin on points and patches.</li> <li>• Spin symmetrically and asymmetrically at different levels.</li> <li>• Put spins symmetrically and asymmetrically at different levels into a sequence with smooth transitions.</li> <li>• Work with my partner.</li> <li>• Create and perform a series of symmetrical and asymmetrical rolls within a sequence.</li> <li>• Use symmetrical/asymmetrical balances within a pair sequence.</li> <li>• Work in different formations within a routine.</li> <li>• Combine a range of symmetrical/asymmetrical gymnastic moves to create a sequence with a wide variety of gymnastic moves.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a correct technique when starting a sprint.</li> <li>• Develop my coordination to improve speed.</li> <li>• Combine sprinting with low hurdles.</li> <li>• Develop my technique and consistency of jumps.</li> <li>• Warm up prior to exercise and sustain performance.</li> <li>• Develop the technique, accuracy and consistency of overarm throw (javelin, shotput).</li> <li>• Accurately replicate the technique for running, jumping and throwing events.</li> <li>• Replicate the techniques for running, jumping and throwing events in a competitive situation.</li> </ul>

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Summer B	Dance	Gym	Games
	Class production	Symmetry and asymmetry/partner work/apparatus	Rounders
Sequence of learning	<ul style="list-style-type: none"> <li>• Share what is known about the theme.</li> <li>• Creatively use words from the mind map to help us move in different ways.</li> <li>• Show good timing, posture and extension.</li> <li>• Use the actions from the motif creatively using different body parts and movements.</li> <li>• Show changes in level and pathway when travelling.</li> <li>• Show good timing and control.</li> <li>• Use pictures creatively.</li> <li>• Show use of mirror image and changes in level.</li> <li>• Work co-operatively.</li> <li>• Work well in groups showing cooperation skills.</li> <li>• Use a poem/prop as a stimulus for creative and imaginative actions.</li> <li>• Show use of canon and changes in formation.</li> <li>• Work well in groups showing good cooperation skills and provide useful peer feedback.</li> <li>• Show the use of canon and changes in formation when creating and performing group sections.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner/group.</li> <li>• Improve own/groups performance based on peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Spin on patches.</li> <li>• Put spins into a sequence with smooth transitions. <b>(Apparatus)</b></li> <li>• Spin on points.</li> <li>• Spin at different levels.</li> <li>• Put spins into a sequence with smooth transitions. <b>(Apparatus)</b></li> <li>• Spin on points and patches.</li> <li>• Spin symmetrically and asymmetrically at different levels.</li> <li>• Put spins into a sequence with smooth transitions. <b>(Apparatus)</b></li> <li>• Work with my partner.</li> <li>• Create and perform a series of symmetrical and asymmetrical rolls within a sequence. <b>(Apparatus)</b></li> <li>• Use symmetrical/asymmetrical balances within a pair sequence.</li> <li>• Work in different formations within a routine. <b>(Apparatus)</b></li> <li>• Combine a range of symmetrical/asymmetrical gymnastic moves to create a sequence with a wide variety of gymnastic moves. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Send a ball using a good throwing technique.</li> <li>• Receive a ball using good catching technique.</li> <li>• Develop basic bowling and batting skills.</li> <li>• Develop my throwing skills.</li> <li>• Communicate with other players for the good of my team.</li> <li>• Field the ball off the ground using a variety of techniques.</li> <li>• Catch high balls comfortably.</li> <li>• Back pedal to catch balls over me.</li> <li>• Perform well in a range of positions.</li> </ul>

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**KS2 National Curriculum**

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.

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Year 4	Fundamental	Competitive games	Athletics/ Gymnastics	Dance	Outdoor and adventurous activity	Swimming and water Safety	Personal and social development
Knowledge, skills and learning outcomes	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. Develop a 32-48 count motif using a mind map and whole group choreography. Perform, review and improve a finished performance piece.	Take part in outdoor and adventurous activity challenges both individually and within a team.	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. (Swimming lessons taught by Swimming Instructor at the local centre)	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Vocabulary	Run, jump, throw, catch, pivot, space	Attack, defend, pressure, shoot/score, space, positions, drive, push, serve, forehand, backhand, pass, drop shot, court, control, possession, compete, win, lose	Asymmetrical, symmetrical, balance, spin, travel, jump, apparatus, roll, shape, points, patches, pair, group, transition, smooth, sequence, timing, unison, canon, contrasting, mirror, match, dynamics	Timing, levels, choreography, motif, stimulus, props, unison, canon, formation, extension, posture	Leadership, teamwork, respect, listen, challenge, success, team mate	Front crawl, backstroke, breaststroke	Self-motivated, communicate, reflect, work well with others, listen, leadership, success

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Autumn A	Dance	Games	Swimming
	Romans	Dodgeball	*** Star fish Award/ 3 safety questions/ climb out***
Sequence of learning	<ul style="list-style-type: none"> <li>• Share what is known about the theme.</li> <li>• Creatively use the words on the mind map to help us move in different ways.</li> <li>• Show good timing, posture and extension.</li> <li>• Use actions from the motif creatively using different body parts and movements.</li> <li>• Show changes in levels and pathway when travelling.</li> <li>• Show good timing and control.</li> <li>• Use pictures creatively, work co-operatively and show the use of mirror image and changes in level.</li> <li>• Work well in groups showing good cooperation skills.</li> <li>• Use the poem as a stimulus for creative and imaginative actions.</li> <li>• Use canon and changes in formation.</li> <li>• Work and provide useful peer feedback.</li> <li>• Show use of canon and changes in formation when creating and performing.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to my partner or groups.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw overarm powerfully and accurately.</li> <li>• Keep my eye on the opposition at all times.</li> <li>• Time when to move to the centre line to throw.</li> <li>• Catch a ball and bring teammates back into the game.</li> <li>• Judge which balls to try and catch/dodge.</li> <li>• Show good peripheral awareness.</li> <li>• Adapt to different rules.</li> <li>• Attack decisively.</li> <li>• Defend skilfully.</li> <li>• Work alongside others to agree tactics.</li> <li>• Make good decisions at crucial times of the game.</li> <li>• Compete with Passion, Self-Belief, Respect, Honesty, Determination and Teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop basic fundamentals, safely getting into/out of the pool.</li> <li>• Make forwards, backwards and sideways motions using various strokes.</li> <li>• Develop floating skills using floats.</li> <li>• Develop swimming skills in deep water.</li> <li>• Be able to travel front and back</li> <li>• Develop the use of front and back kick</li> <li>• Jump into water safely.</li> <li>• Develop treading water in various depths.</li> <li>• Learn to submerge under water safely.</li> </ul>
Autumn B	Gym	Games	Swimming
	Rolling and travelling low/apparatus	Hockey	***5m as a minimum***
Sequence of learning	<ul style="list-style-type: none"> <li>• Roll forward with good technique and control.</li> <li>• Perform a forward roll as part of a sequence of rolls.</li> <li>• Link forward rolls into a rolling sequence seamlessly.</li> <li>• Roll backwards and come to standing without knees touching the matt.</li> <li>• Roll backwards into straddle.</li> <li>• Roll in unison with a partner.</li> <li>• Create a sequence involving a variety of rolls and perform with control and poise.</li> <li>• Mirror a partner's rolls.</li> <li>• Work in a pair with good timing.</li> <li>• Produce a sequence of rolls which show elements of unison, canon and mirroring.</li> </ul>	<ul style="list-style-type: none"> <li>• Control a hockey stick and dribble a ball in a race.</li> <li>• Develop my dribbling technique and change direction easily.</li> <li>• Evaluate the work of others using the correct technical language.</li> <li>• Apply skills effectively in different situations.</li> <li>• Pass a ball accurately and control a ball passed to me.</li> <li>• Demonstrate agility, coordination and precision.</li> <li>• Pass in a variety of ways using good technique.</li> <li>• Perform a jab tackle.</li> <li>• Evaluate the work of others using correct technical language.</li> <li>• Compete in a hockey tournament and work effectively in a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Front and back travel using strokes</li> <li>• Improve stamina from width to width or length to length.</li> <li>• Push away from the wall then rotating over to continue a stroke.</li> <li>• Develop safe self-rescue.</li> <li>• Develop the fundamentals of breath stroke.</li> <li>• Use recognised strokes, front crawl, breath stroke and back stroke.</li> <li>• Push and glides from the side of the pool.</li> <li>• Develop flotation skills with and without floatation aids.</li> </ul>

Spring A	Dance	Games	Swimming
	Around the World	Basketball	***10m as a minimum***
Sequence of learning	<ul style="list-style-type: none"> <li>• Share what is known about the theme.</li> <li>• Creatively use the words on the mind map to help us move in different ways.</li> <li>• Show good timing, posture and extension.</li> <li>• Use actions from the motif creatively using different body parts and movements.</li> <li>• Show changes in levels and pathway when travelling.</li> <li>• Show good timing and control.</li> <li>• Use pictures creatively, work co-operatively and show the use of mirror image and changes in level.</li> <li>• Work well in groups showing good cooperation skills.</li> <li>• Use the poem as a stimulus for creative and imaginative actions.</li> <li>• Use canon and changes in formation.</li> <li>• Work together to provide useful peer feedback.</li> <li>• Show use of canon and changes in formation when creating and performing.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to my partner or groups.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• I can control a basketball using both hands and perform various skills</li> <li>• I can control the ball and dribble with it keeping my head up to be aware of my environment</li> <li>• I can pass the ball using good techniques, receive passes</li> <li>• I can use the correct techniques of balance, elbow, eye line and follow through (BEEF) to shoot a basketball</li> <li>• I can dribble, pass and shoot the basketball using correct techniques to play in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop deep water front and back crawl.</li> <li>• Breath stroke/back stroke and front crawl using arms and legs</li> <li>• Jump in (various styles)</li> <li>• Improve stamina from width to width or length to length.</li> <li>• Develop flotation skills with and without floatation aids.</li> <li>• Develop confidence with submersion.</li> </ul>
Spring B	Gym	Games	Swimming
	Arching and bridging/apparatus	OAA	***Recognised stroke and 25m***
Sequence of learning	<ul style="list-style-type: none"> <li>• Support body weight on hands and feet only.</li> <li>• Spin from one means of support to another.</li> <li>• Create sequences and perform them using front and back asymmetrical supports and symmetrical spinning.</li> <li>• Create sequences involving different controlled rolls, front and back supports.</li> <li>• Create sequences moving seamlessly from front and back supports to other balances.</li> <li>• Create sequences in a pair showing different formations within my sequence and perform in unison to a set count.</li> <li>• Work in a pair to create a sequence of front and back supports which involve working under and over.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate effectively with my teammates.</li> <li>• Think creatively to find solutions to challenges.</li> <li>• Work together in a small group to solve problems.</li> <li>• Interpret rules of an activity.</li> <li>• Understand how to navigate around an area following directions.</li> <li>• Identify and make up a shape whilst blindfolded.</li> <li>• Identify areas of the school grounds using a map.</li> <li>• Find numbers written on control markers to complete a sum.</li> <li>• Identify where a number of controls are situated around the school grounds via photographic clues.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve stamina from width to width or length to length.</li> <li>• Re-cap breath stroke, front crawl and back stroke.</li> <li>• Push and glide with rotation from side of pool.</li> <li>• Complete surface dives from the edge of the pool</li> <li>• Develop a dolphin kick motion through the water.</li> <li>• Develop treading water skills in deep water.</li> <li>• Develop sculling technique when gliding through water.</li> <li>• Be able to complete a Log roll in the water.</li> </ul>



Summer A	Dance	Games	Swimming
	Class Production	Rounders	***Help Position and Tread Water***
Sequence of learning	<ul style="list-style-type: none"> <li>• Share what is known about the theme.</li> <li>• Creatively use the words on the mind map to help us move in different ways.</li> <li>• Show good timing, posture and extension.</li> <li>• Use actions from the motif creatively using different body parts and movements.</li> <li>• Show changes in levels and pathway when travelling.</li> <li>• Show good timing and control.</li> <li>• Use pictures creatively, work co-operatively and show the use of mirror image and changes in level.</li> <li>• Work well in groups showing good cooperation skills.</li> <li>• Use a poem as stimulus for creative/imaginative actions.</li> <li>• Use canon and changes in formation.</li> <li>• Work and provide useful peer feedback.</li> <li>• Show use of canon and changes in formation when creating and performing.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to own partner or groups.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Send/receive a ball using a good throwing/catching technique.</li> <li>• Develop basic bowling and batting skills.</li> <li>• Develop my throwing skills.</li> <li>• Communicate with other players for the good of my team.</li> <li>• Field the ball off the ground using a variety of techniques.</li> <li>• Catch high balls comfortably.</li> <li>• Back pedal to catch balls over me.</li> <li>• Perform well in a range of positions in a competitive game.</li> </ul>	<ul style="list-style-type: none"> <li>• Tread water in the deep end.</li> <li>• Complete safe self-rescue.</li> <li>• Instructor based group work (working on areas to be developed)</li> <li>• Jump in and tread water.</li> <li>• Jump in deep water/various depths.</li> </ul>
Summer B	Gym	Games	Swimming
	Pushing and pulling/partner work/apparatus	Athletics	***All assessment to be completed***
Sequence of learning	<ul style="list-style-type: none"> <li>• Balance on different points and patches.</li> <li>• Match a partner's moves in synchrony.</li> <li>• Compose a sequence with a partner and perform elements of a sequence in contrast to a partner.</li> <li>• Match own partner's asymmetrical balances.</li> <li>• Work with contrasting dynamics to my partner.</li> <li>• Create a sequence involving matching and contrasts which is performed to a high standard with a partner.</li> <li>• Work in a group to compose a sequence with contrasting and matching shapes and moves.</li> <li>• Work at contrasting levels and perform in unison and canon.</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct technique to start a sprint.</li> <li>• Develop my coordination to improve speed.</li> <li>• Combine sprinting with low hurdles.</li> <li>• Work well with others in a range of contexts.</li> <li>• Develop the techniques and consistency of my jumps.</li> <li>• Develop the technique, accuracy and consistency of own overarm throw.</li> <li>• Accurately replicate the technique for running, jumping and throwing events.</li> <li>• Replicate the techniques for running, jumping and throwing events in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor based sessions working on skills that need to be developed (Mastered)</li> <li>• Self-rescue practise.</li> </ul>

**KS2 National Curriculum**

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.

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Year 5	Fundamental	Competitive games	Athletics/ Gymnastics	Dance	Outdoor and adventurous activity	Personal and social development
Knowledge, skills and learning outcomes	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. Develop a 48-64 count motif based on a dance topic. Perform, review and improve a finished performance piece.	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.
Vocabulary	Run, jump, throw, catch, pivot, space	Attack, defend, pressure, shoot, score, space, positions, drive, push, serve, forehand, backhand, pass, drop shot, court, control, possession, compete, win, lose, return, triple threat, send, receive, accurately, handoff, snap, play, offense, defence, touch down, slant, fade, hook	Asymmetrical, symmetrical, balance, spin, travel, jump, apparatus, roll, shape, points, patches, pair, group, transition, smooth, sequence, timing, unison, canon, contrasting, mirror, match, dynamics, seamless, under, over	Timing, levels, choreography, motif, stimulus, props, unison, canon, formation, extension, posture	Leadership, teamwork, respect, listen, challenge, success, team mate	Self-motivated, communicate, reflect, work well with others, listen, leadership, success

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Autumn A	Dance	Gym	Games
	Through the Ages	Under and over/partner work	Dodgeball
Sequence of learning	<ul style="list-style-type: none"> <li>• Identify 5 British values.</li> <li>• Create imaginative actions based on the different values.</li> <li>• Focus on good timing and performing a motif in unison.</li> <li>• Turn 3-4 actions into a travelling section.</li> <li>• Include the use of level changes, pathways and different directions.</li> <li>• Be creative with ideas when using the stimulus.</li> <li>• Show good teamwork.</li> <li>• Include the use of mirror image, changes in level and direction in choreography.</li> <li>• Work well in groups.</li> <li>• Effectively use dance choreography.</li> <li>• Include changes in formation, dynamics, canon, unison, direction and levels.</li> <li>• Understand what a good performance is.</li> <li>• Give useful feedback to my partner/group using appropriate and relevant dance vocabulary.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a sequence with a partner where both at the same point roll over the other.</li> <li>• Support my own body weight in front and back supports.</li> <li>• Use different ways of travelling along the floor.</li> <li>• Travel under a partner and support own body weight whilst a partner passes under my support.</li> <li>• Work cooperatively with others in group to create opportunities for others to travel over and under self.</li> <li>• Travel in lots of interesting ways over benches creating fluent controlled sequences.</li> <li>• Refine sequences and add real quality to the movements ensuring that each has a clear starting and finishing position.</li> <li>• Perform with seamless transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw hard and low at opponents.</li> <li>• Dodge to evade the ball.</li> <li>• Catch balls to get teammates back in the game.</li> <li>• Dodge balls well that are thrown at me.</li> <li>• Throw with increasing power and at a low trajectory.</li> <li>• Catching balls low down and thrown at pace.</li> <li>• Use a ball to block incoming fire.</li> <li>• Play adapted games with special rules.</li> <li>• Play, abiding by the rules.</li> <li>• Work as a group to come up with some tactics.</li> <li>• Choose the right moment to attack and defend.</li> <li>• Compete against others effectively.</li> </ul>

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Autumn B	Dance	Gym	Games
	Haka	Under and over/partner work/apparatus	Lacrosse
Sequence of learning	<ul style="list-style-type: none"> <li>• Share knowledge on the Haka, research Māori war dances.</li> <li>• Create imaginative actions based on the words in the theme related mind map.</li> <li>• Focus on good timing and performing motif in unison.</li> <li>• Turn 3-4 actions into a travelling section.</li> <li>• Include use of level changes, pathways and different directions.</li> <li>• Use good teamwork and communication.</li> <li>• Use mirror image, changes in level and direction in choreography.</li> <li>• Work well in groups showing good cooperation skills.</li> <li>• Use lesson choreography creatively.</li> <li>• Use canon, unison, mirror image, and changes in formation and level direction.</li> <li>• Work well in groups showing good cooperation skills and provide useful peer feedback.</li> <li>• Use canon and changes in formation when creating and performing group work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a sequence with a partner where both at the same point roll over the other. <b>(Apparatus)</b></li> <li>• Support own body weight in front and back supports.</li> <li>• Use different ways of travelling along the floor.</li> <li>• Travel under a partner and support own body weight whilst a partner passes under this support. <b>(Apparatus)</b></li> <li>• Work cooperatively with others in own group to create opportunities for others to travel over and under self. <b>(Apparatus)</b></li> <li>• Travel in lots of interesting ways over benches creating fluent controlled sequences. <b>(Apparatus)</b></li> <li>• Refine sequences and add real quality to the movements ensuring that there is a have a clear starting and finishing position. <b>(Apparatus)</b></li> <li>• Perform with seamless transitions. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hold a lacrosse stick correctly</li> <li>• Scoop a ball using the correct techniques</li> <li>• Cradle a ball</li> <li>• Scoop a ball consistently</li> <li>• Cradle the ball to evade players</li> <li>• Throw and catch consistently well</li> <li>• Adjust my grip to throw and catch</li> <li>• Send and receive a ball confidently</li> <li>• Shoot from left to right</li> <li>• Force an opponent onto their weaker side</li> <li>• Attack and defend effectively in a game</li> </ul>

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Spring A	Dance	Gym	Games
	Vikings	Mirror, matching and contrast	Netball
Sequence of learning	<ul style="list-style-type: none"> <li>• Create imaginative actions based on the words in the theme related mind map.</li> <li>• Focus on good timing and performing motif in unison.</li> <li>• Turn 3-4 actions into a travelling section.</li> <li>• Include use of level changes, pathways and different directions.</li> <li>• Be creative with ideas when using poems.</li> <li>• Use good teamwork and communication.</li> <li>• Use mirror image, changes in level and direction in choreography.</li> <li>• Work well in groups showing good cooperation skills.</li> <li>• Use lesson choreography creatively.</li> <li>• Use canon, unison, mirror image, and changes in formation and level direction.</li> <li>• Work well in groups showing good cooperation skills and provide useful peer feedback.</li> <li>• Use canon and changes in formation when creating and performing group work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Match a partner's moves.</li> <li>• Perform matching moves within a sequence.</li> <li>• Start my sequence with a clearly defined start and finishing position.</li> <li>• Contrast own partner's moves so that each work at different levels and in different pathways.</li> <li>• Work in time with own partner.</li> <li>• Mirror a partner's symmetrical and asymmetrical shapes.</li> <li>• Perform a sequence involving travelling whilst still mirroring.</li> <li>• Work in a pair to create a routine of moves involving some matching, mirroring and contrasts.</li> <li>• Work as a group to demonstrate fluent routines involving mirroring and contrasts.</li> <li>• Perform elements on unison and canon in a group routine.</li> <li>• Demonstrate different dynamics within own performance on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Send a ball in a variety of ways.</li> <li>• Receive a ball and already know what to do with it.</li> <li>• Pass accurately using a variety of passes.</li> <li>• Anticipate the play and release the ball quickly and effectively.</li> <li>• Shoot with good technique.</li> <li>• Land and pivot to pass the ball.</li> <li>• Shoulder pass accurately and with force.</li> <li>• Create space for self.</li> <li>• Position self to take rebounds from missed shots.</li> <li>• Participate purposely in a netball match.</li> <li>• Apply some tactics we have decided on as a team.</li> <li>• Play by the rules.</li> </ul>
Spring B	Dance	Gym	Games
	Around the world	Mirror, matching and contrast/apparatus	Hockey
Sequence of learning	<ul style="list-style-type: none"> <li>• Share knowledge of characters, storyline and themes of the poem.</li> <li>• Create imaginative actions based on the words in the theme related mind map.</li> <li>• Focus on good timing and performing own motif in unison.</li> <li>• Understand dances from the 1950s (rock and roll).</li> <li>• Include a use of level changes and different directions.</li> <li>• Understand dance videos from the 1970s.</li> <li>• Include level changes and use of different directions.</li> <li>• Work well in groups.</li> <li>• Effectively use choreography.</li> <li>• Include changes in formation, dynamics, canon, unison, direction and level.</li> <li>• Understand what a good performance is.</li> <li>• Give useful feedback to own partner using appropriate and relevant dance vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Match a partner's moves.</li> <li>• Perform matching moves within a sequence.</li> <li>• Start own sequence with a clearly defined start and finishing position. <b>(Apparatus)</b></li> <li>• Contrast own partner's moves so that each work at different levels and in different pathways.</li> <li>• Work in time with own partner. <b>(Apparatus)</b></li> <li>• Mirror a partner's symmetrical and asymmetrical shapes.</li> <li>• Perform a sequence involving travelling whilst still mirroring. <b>(Apparatus)</b></li> <li>• Work in a pair to create a routine of moves involving some matching, mirroring and contrasts. <b>(Apparatus)</b></li> <li>• Work as a group to demonstrate fluent routines involving mirroring and contrasts. <b>(Apparatus)</b></li> <li>• Perform elements on unison and canon in a group routine.</li> <li>• Demonstrate different dynamics within own performance on the floor/apparatus. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hold a stick correctly</li> <li>• Dribble a ball with my head up</li> <li>• Push pass effectively</li> <li>• Jab tackle</li> <li>• Send and receive under pressure</li> <li>• Pass and move</li> <li>• Work with a partner to get past a defender</li> <li>• Develop a range of attacking/defending skills</li> <li>• Communicate effectively with my teammates</li> <li>• Adapt tactics in a game to support my team</li> </ul>

Summer A	Dance	Gym	Games
	Around the world	Synchronisation and canon	Cricket
Sequence of learning	<ul style="list-style-type: none"> <li>• Share knowledge of characters, storyline and themes of the poem.</li> <li>• Create imaginative actions based on the words in the theme related mind map.</li> <li>• Focus on good timing and performing own motif in union.</li> <li>• Understand dances from the 1950s (rock and roll).</li> <li>• Include a use of level changes and different directions.</li> <li>• Understand dance videos from the 1970s.</li> <li>• Include level changes and use of different directions.</li> <li>• Work well in groups.</li> <li>• Effectively use choreography.</li> <li>• Include changes in formation, dynamics, canon, unison, direction and level.</li> <li>• Understand what a good performance is.</li> <li>• Give useful feedback to own partner using appropriate and relevant dance vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with a partner and negotiate a routine of 4 moves on various points and patches.</li> <li>• Perform to a consistent count so that our sequences flows.</li> <li>• Intersperse moves in canon and in unison.</li> <li>• Perform symmetrical and asymmetrical balances at low and high levels.</li> <li>• Demonstrate different dynamics – changes in levels, speed and direction.</li> <li>• Perform a high-quality sequence of moves displaying canon and unison.</li> </ul>	<ul style="list-style-type: none"> <li>• Catch consistently well under pressure</li> <li>• Throw accurately overarm</li> <li>• Pull a ball from a short delivery to the leg side</li> <li>• I can bowl with a short run up and straight arm with accuracy</li> <li>• Perform a range of fielding techniques confidently and consistently</li> <li>• Bowl with a run up/with accuracy and length</li> <li>• Pick up and return a ball with one hand</li> <li>• Bowl out of my back hand</li> <li>• Bowl by running in quick to the wickets</li> </ul>

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Summer B	Dance	Gym	Games
	Class production	Synchronisation and canon/apparatus	Athletics
Sequence of learning	<ul style="list-style-type: none"> <li>• Share knowledge on (Topic).</li> <li>• Create imaginative actions based on the words in the theme related mind map.</li> <li>• Focus on good timing and performing motif in unison.</li> <li>• Turn 3-4 actions into a travelling section.</li> <li>• Include use of level changes, pathways and different directions.</li> <li>• Be creative with ideas when using poems.</li> <li>• Use good teamwork and communication.</li> <li>• Use mirror image, changes in level and direction in choreography.</li> <li>• Work well in groups showing good cooperation skills.</li> <li>• Use lesson choreography creatively.</li> <li>• Use canon, unison, mirror image, and changes in formation and level direction.</li> <li>• Work well in groups showing good cooperation skills and provide useful peer feedback.</li> <li>• Use canon and changes in formation when creating and performing group work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with a partner and negotiate a routine of 4 moves on various points and patches. <b>(Apparatus)</b></li> <li>• Perform to a consistent count so that our sequences flows. <b>(Apparatus)</b></li> <li>• Intersperse moves in canon and in unison. <b>(Apparatus)</b></li> <li>• Perform symmetrical and asymmetrical balances at low and high levels. <b>(Apparatus)</b></li> <li>• Demonstrate different dynamics – changes in levels, speed and direction. <b>(Apparatus)</b></li> <li>• Perform a high-quality sequence of moves displaying canon and unison. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Change pace and run at different tempos.</li> <li>• Sustain my pace over longer distances.</li> <li>• Throw with accuracy and power using a pull technique, (Usain Bolt).</li> <li>• Throw after a run up.</li> <li>• Throw with greater force and over longer distances.</li> <li>• Throw with greater control, accuracy and efficiency.</li> <li>• Perform the correct techniques for triple jump, jump and standing.</li> <li>• Measure accurately my performance at standing long jump.</li> <li>• Combine sprinting and hurdling.</li> <li>• Transfer a relay baton efficiently as part of a team.</li> </ul>

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**KS2 National Curriculum**

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.

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Year 6	Fundamental	Competitive games	Athletics/ Gymnastics	Dance	Outdoor and adventurous activity	Personal and social development
Knowledge, skills and learning outcomes	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. Develop a 48-64 count motif based on a dance topic. Perform, review and improve a finished performance piece.	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.
Vocabulary	Run, jump, throw, catch, pivot, space	Attack, defend, pressure, shoot, score, space, positions, drive, push, serve, forehand, backhand, pass, drop shot, court, footwork, control, possession, compete, win, lose, return, send, receive, accurately, cradle, scoop, dig, set, spike	Asymmetrical, symmetrical, balance, spin, travel, jump, apparatus, roll, shape, points, patches, pair, group, transition, smooth, sequence, timing, dynamics, seamless, under, over, flight, dynamic, powerful, strong, pathway, sequences, counter balance, tension, body parts, levels, formation	Timing, levels, choreography, motif, stimulus, props, unison, canon, formation, extension, posture, travel, direction, count, theme, topic	Leadership, teamwork, respect, listen, challenge, success, team mate, blindfold, solve, map read	Self-motivated, communicate, reflect, work well with others, listen, leadership, success

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Autumn A	Dance	Gym	Games
	British values	Flight	Handball
Sequence of learning	<ul style="list-style-type: none"> <li>• Be able to identify 5 British values.</li> <li>• Create imaginative actions based on the different values.</li> <li>• Focus on good timing and performing a motif in unison.</li> <li>• Turn 3-4 actions into a travelling section.</li> <li>• Include the use of level changes, pathways and different directions.</li> <li>• Be creative with ideas when using the stimulus.</li> <li>• Show good teamwork.</li> <li>• Include the use of mirror image, changes in level and direction in choreography.</li> <li>• Work well in groups.</li> <li>• Effectively use dance choreography.</li> <li>• Include changes in formation, dynamics, canon, unison, direction and levels.</li> <li>• Understand what a good performance is.</li> <li>• Give useful feedback to own partner/group using appropriate and relevant dance vocabulary.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Take off from one foot and two, gaining elevation from a powerful run and dynamic take off.</li> <li>• Take off from one foot and two and create shapes whilst in flight.</li> <li>• Land with soft knees and in a strong symmetrical position.</li> <li>• Use a bench/mat to mount and dismount in controlled ways.</li> <li>• Link jump gracefully to make transitions smooth and explore different pathways with flight sequences.</li> <li>• Explore different levels in my sequence and include flight and travelling close to the ground</li> </ul>	<ul style="list-style-type: none"> <li>• Get into a good ready position to move quickly and receive the ball before sending it accurately.</li> <li>• Send and receive with accuracy.</li> <li>• Pass then move into space.</li> <li>• Dribble the ball with control.</li> <li>• Keep possession against an opponent.</li> <li>• Anticipate play.</li> <li>• Shoot with power and accuracy.</li> <li>• Create space for self.</li> <li>• Make a dummy pass.</li> <li>• Officiate a game effectively.</li> </ul>

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Autumn B	Dance	Gym	Games
	World War II	Flight/apparatus	Lacrosse
Sequence of learning	<ul style="list-style-type: none"> <li>• Share knowledge on WW2.</li> <li>• Create imaginative actions based on the words in the theme related mind map.</li> <li>• Focus on good timing and performing motif in unison.</li> <li>• Turn 3-4 actions into a travelling section.</li> <li>• Include use of level changes, pathways and different directions.</li> <li>• Be creative with ideas when using poems.</li> <li>• Use good teamwork and communication.</li> <li>• Use mirror image, changes in level and direction in choreography.</li> <li>• Work well in groups showing good cooperation skills.</li> <li>• Use lesson choreography creatively.</li> <li>• Use canon, unison, mirror image, and changes in formation and level direction.</li> <li>• Work well in groups showing good cooperation skills and provide useful peer feedback.</li> <li>• Use canon and changes in formation when creating and performing group work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Take off from one foot and two, gaining elevation from a powerful run and dynamic take off. <b>(Apparatus)</b></li> <li>• Take off from one foot and two and create shapes whilst in flight. <b>(Apparatus)</b></li> <li>• Land with soft knees and in a strong symmetrical position. <b>(Apparatus)</b></li> <li>• Use a bench/mat to mount and dismount in controlled ways. <b>(Apparatus)</b></li> <li>• Link jump gracefully to make transitions smooth and explore different pathways with flight sequences. <b>(Apparatus)</b></li> <li>• Explore different levels in my sequence and include flight and travelling close to the ground. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Scoop a ball using the correct technique.</li> <li>• Carry a ball using a stick.</li> <li>• Scoop a ball consistently.</li> <li>• Cradle the ball and dodge.</li> <li>• Throw and catch consistently well.</li> <li>• Confidently send and receive a ball.</li> <li>• Shoot from left to right.</li> <li>• Make a good contribution, attack and defend in a game.</li> </ul>

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Spring A	Dance	Gym	Games
	Street Dance	Counter, balance and tension	Dodgeball
Sequence of learning	<ul style="list-style-type: none"> <li>• Share knowledge on street dance and research types of movements.</li> <li>• Create imaginative actions based on the words in the theme related mind map.</li> <li>• Focus on good timing and performing motif in unison.</li> <li>• Turn 3-4 actions into a travelling section.</li> <li>• Include use of level changes, pathways and different directions.</li> <li>• Use good teamwork and communication.</li> <li>• Use mirror image, changes in level and direction in choreography.</li> <li>• Work well in groups showing good cooperation skills.</li> <li>• Use lesson choreography creatively.</li> <li>• Use canon, unison, mirror image, and changes in formation and level direction.</li> <li>• Work well in groups showing good cooperation skills and provide useful peer feedback.</li> <li>• Use canon and changes in formation when creating and performing group work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold controlled balances on a variety of points and patches on a given number of body parts.</li> <li>• Hold a range of symmetrical and asymmetrical balances and counter balances at different levels with weight on a variety of points and patches.</li> <li>• Understand push and pull forces and perform them in various counter balances and link balances with movements in a sequence.</li> <li>• Work with a partner to perform symmetrical counter tension balances on a variety of body parts.</li> <li>• Perform a sequence in canon at different levels linking asymmetrical counter balances with transitional moves.</li> <li>• Work in a group to perform asymmetrical counter balances in a sequence using canon or unison.</li> </ul>	<ul style="list-style-type: none"> <li>• Use non-verbal communication to solve problems.</li> <li>• Work with a partner to navigate across and through obstacles whilst blindfolded.</li> <li>• Think creatively to find solutions to challenge.</li> <li>• Work together in a small group to solve problems.</li> <li>• Demonstrate teamwork and a good level of communication to complete a group task.</li> <li>• Navigate way around using a map</li> <li>• Work with a partner to find a number of controls using a map.</li> <li>• Work quickly and effectively against the clock.</li> <li>• Identify the location of a number of controls which relate to specific letters of the alphabet.</li> </ul>

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Spring B	Dance	Gym	Games
	Bollywood	Counter, balance and tension/apparatus	Netball
Sequence of learning	<ul style="list-style-type: none"> <li>• Develop a 48-64 count motif based on the Bollywood dancing.</li> <li>• Share knowledge of characters, storyline and themes of the poem.</li> <li>• Create imaginative actions based on the words in the theme related mind map.</li> <li>• Focus on good timing and performing my motif in union.</li> <li>• Understand dances/movements from Bollywood.</li> <li>• Include a use of level changes and different directions.</li> <li>• Include level changes and use of different directions.</li> <li>• Work well in groups.</li> <li>• Effectively use choreography.</li> <li>• Include changes in formation, dynamics, canon, unison, direction and level.</li> <li>• Understand what a good performance is.</li> <li>• Give useful feedback to a partner using appropriate and relevant dance vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold controlled balances on a variety of points and patches on a given number of body parts. <b>(Apparatus)</b></li> <li>• Hold a range of symmetrical and asymmetrical balances and counter balances at different levels with weight on a variety of points and patches. <b>(Apparatus)</b></li> <li>• Understand push and pull forces and I can perform them in various counter balances and link balances with movements in a sequence. <b>(Apparatus)</b></li> <li>• Work with a partner to perform symmetrical counter tension balances on a variety of body parts. <b>(Apparatus)</b></li> <li>• Perform a sequence in canon at different levels linking asymmetrical counter balances with transitional moves. <b>(Apparatus)</b></li> <li>• Work in a group to perform asymmetrical counter balances in a sequence using canon or unison. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Send a ball in a variety of ways.</li> <li>• Receive a ball and already know what to do with it.</li> <li>• Pass accurately using a variety of passes.</li> <li>• Anticipate the play and release the ball quickly and effectively.</li> <li>• Shoot with good technique.</li> <li>• Land and pivot to pass the ball.</li> <li>• Shoulder pass accurately and with force.</li> <li>• Create space for self.</li> <li>• Position self to take rebounds from missed shots.</li> <li>• Participate purposely in a netball match.</li> <li>• Apply some tactics we have decided on as a team.</li> <li>• Play by the rules.</li> </ul>

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Summer A	Dance	Gym	Games
	Haka	Group sequencing	Rounders
Sequence of learning	<ul style="list-style-type: none"> <li>• Share knowledge on the Haka.</li> <li>• Learn the actions and words for the Ka Mate Haka.</li> <li>• Focus on good timing and performing motif in unison.</li> <li>• Turn 3-4 actions into a travelling section.</li> <li>• Include use of level changes, pathways and different directions.</li> <li>• Be creative with ideas when using poems.</li> <li>• Use good teamwork and communication.</li> <li>• Use mirror image, changes in level and direction in choreography.</li> <li>• Work well in groups showing good cooperation skills.</li> <li>• Use lesson choreography creatively.</li> <li>• Use canon, unison, mirror image, and changes in formation and level direction.</li> <li>• Work well in groups showing good cooperation skills and provide useful peer feedback.</li> <li>• Use canon and changes in formation when creating and performing group work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner.</li> <li>• Improve my own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a small group of 4 to create a sequence of rolls in unison (floor and mats).</li> <li>• Perform a sequence where a starting and finishing points are clearly defined.</li> <li>• Work in a group of 6 to create a sequence involving different formations and pathways.</li> <li>• Create a sequence working at different levels and with different dynamics.</li> <li>• Produce a sequence as a group with different dynamics.</li> <li>• Create sequences in groups with pathways that cross.</li> <li>• Mirror asymmetrical body shapes within a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Catch with soft hands.</li> <li>• Throw accurately.</li> <li>• Bowl accurately at a consistent height.</li> <li>• Ground field consistently well.</li> <li>• Catch and throw quickly from backstop.</li> <li>• Strike with some accuracy into given areas.</li> <li>• Back up fellow fielders in the outfield.</li> <li>• Communicate with fellow batsmen/women when between bases.</li> <li>• Throw with real accuracy and under pressure.</li> <li>• Play a full game in a small group taking on different roles within the team.</li> <li>• Adapt my game according to the direct opposition/situation.</li> </ul>

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Summer B	Dance	Gym	Games
	Class production	Group sequencing/apparatus	Athletics
Sequence of learning	<ul style="list-style-type: none"> <li>• Share knowledge on (Topic).</li> <li>• Create imaginative actions based on the words in the theme related mind map.</li> <li>• Focus on good timing and performing motif in unison.</li> <li>• Turn 3-4 actions into a travelling section.</li> <li>• Include use of level changes, pathways and different directions.</li> <li>• Be creative with ideas when using poems.</li> <li>• Use good teamwork and communication.</li> <li>• Use mirror image, changes in level and direction in choreography.</li> <li>• Work well in groups showing good cooperation skills. Use lesson choreography creatively.</li> <li>• Use canon, unison, mirror image, and changes in formation and level direction.</li> <li>• Work well in groups showing good cooperation skills and provide useful peer feedback.</li> <li>• Use canon and changes in formation when creating and performing group work.</li> <li>• Understand what makes a good performance.</li> <li>• Give useful feedback to a partner.</li> <li>• Improve own performance based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a small group of 4 to create a sequence of rolls in unison (floor and mats).</li> <li>• Perform a sequence where a starting and finishing points are clearly defined. <b>(Apparatus)</b></li> <li>• Work in a group of 6 to create a sequence involving different formations and pathways. <b>(Apparatus)</b></li> <li>• Create a sequence working at different levels and with different dynamics. <b>(Apparatus)</b></li> <li>• Produce a sequence as a group with different dynamics. <b>(Apparatus)</b></li> <li>• Create sequences in groups with pathways that cross. <b>(Apparatus)</b></li> <li>• Mirror asymmetrical body shapes within a group. <b>(Apparatus)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Change pace and run at different tempos.</li> <li>• Sustain my pace over longer distances.</li> <li>• Throw with accuracy and power using a pull technique, (Usain Bolt).</li> <li>• Throw after a run up.</li> <li>• Throw with greater force and over longer distances.</li> <li>• Throw with greater control, accuracy and efficiency.</li> <li>• Perform the correct techniques for triple jump, jump and standing.</li> <li>• Measure accurately performance at standing long jump.</li> <li>• Combine sprinting and hurdling.</li> <li>• Transfer a relay baton efficiently as part of a team.</li> </ul>

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