Know how to	o:					Know what/key co	oncepts:					
Master bas movement including running, jumping, throwing, a catching	balance, agility, and co- ordination	Participate in team games, develop simple tactics for attacking and defending KS1	Perform dances using simple movement patterns	Use running, jumping, throwing, and catching in isolation and in combinat ion KS2	Play competitive games and apply basic attacking and defending strategies KS2	Develop competence to excel in a broad range of physical activities	Be physically active for sustained periods of time	Engage in competitive sports and activities	Lead healthy, active lives			
Develop flexibility, strength, technique control, an balance (athletics ar gymnastics	dances using a range of movement patterns					Swimming and water safety • Swim competently, confidently, and proficiently over a distance of at least 25 me • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations						
			1	1		1						
	Autumn					Spring	Summer					
EYFS	In the EYFS the child	lren are given o	pportunities to devi	elop their gro	ss and fine motor skill	s through the contir	nuous provision. Children have access to	o both the indoor and outdoor	area during their 'busy time'.			

The children have access to resources such as tweezers, pegs and peg boards, jigsaws and construction kits to help develop their fine motor skills in addition to pencils for drawing and writing, paintbrushes, scissors. Outdoors children have opportunities to develop their gross motor skills such as crawling, climbing, balancing, running, jumping, hopping and building with large blocks. Children have access to playdough to allow them to develop both their fine and gross motor skills. To further develop their gross motor skills nursery, have sessions with a large parachute which supports the development of key shoulder muscles. As the children move into Reception, they continue to develop their physical development skills through the continuous provision with the addition of more formal PE sessions. Through PE lessons children are able to:

- Refine the fundamental movement skills they have already acquired: rolling crawling walking jumping running hopping skipping climbing. Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination, and agility.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball

In Reception children also have more formal handwriting sessions to support them in developing a handwriting style that is fast, accurate and efficient. Children are encouraged to use their knife and fork independently and the correct use is modelled.

By the end of Reception, it is expected that children can:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills

• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

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

Key Stage 1

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

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

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

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

	different	Know how to:	travel in	in a team	apparatus) To	using a bat?	<u> </u>	Can I perform	without	without	Can I run in a	in written
	novements?	perform	different	game? Can I	travel, balance	Can I throw a	Kou guestions:	skills to attack	aid.	aid.	straight line?	form to find
	Can I create	different		perform skills to	and jump on	ball under	Key questions:	in a team	aiu.	aiu.	Can I skip	their way
_	different	movements	ways (heights/	defend in a	and jump on apparatus	arm? Can I	Can I complete	game? Can I	W	V	whilst moving	around a
	hapes with	including		team game?	safely.	take part in a	a straight jump?	perform skills to	Key	Key	forwards?	new
	y body? Can	•	apparatus) To	team game:	Salely.	bat and ball	Can I complete	•	questions:	questions:	Can I balance	
		running,	travel, balance and	te			a tuck jump?	defend in a	Can I run in	Can I run in	without aids?	environme nt.
	sequence	jumping,		Key vocabulary:	Key questions:	team game?	Can I complete	team game?	a straight	a straight		111.
	novements	throwing and	jump on	attack, defend,	Can I create	.,	a long jump?		line? Can I	line? Can I	Can I jump	Vari
	ogether to	catching.	apparatus	forwards, block,	different shapes	Key	Can I complete	Key vocabulary:	skip whilst	skip whilst	over objects?	Key
	create a		safely.	tackle,	with my body?	vocabulary:	a triple jump?	attack, defend,	moving	moving		questions: Can I follow
	utine? Can I perform a	Key questions:			Can I travel in	throw, hit,	Can I perform a	forwards, block,	forwards?	forwards?	Key	directions
· · · · · · · · · · · · · · · · · · ·	nce routine	Can I run in a	Key	Cross curricular	different ways	strike,	sequence of	tackle, catch,	Can I	Can I	vocabulary:	given by
	music? Can	straight line?	questions:	links: PSHE –	around a	underarm,	jumps? Can I	grip, pivot, pass	balance	balance	forwards,	others? Can
1 10	I give	Can I look	Can I create	working	space? Can I	catch, control	complete jumps		without	without	move, high	I give
	feedback t	where I am	different	together.	travel safely		from different	Cross curricular	aids? Can I	aids? Can I	knees, jump,	directions
		going whilst	shapes with		along different	Cross	heights and	links: PSHE –	jump over	jump over		to others?
	my peers about their	running? Can I	my body?	Links to Prior	apparatus? Can	curricular	apparatus?	working	objects?	objects?	Cross	Can I
	routine?	perform a 2	Can I travel in different	Learning:	I copy a	links: PSHE –	Warring and the first	together.	W.	W -	curricular	describe
	routine!	footed jump? Can I perform a		Y1 Participate in	sequence?	working	Key vocabulary:		Key	Key	links:	what
	Key	•	ways around	team games,		together.	tuck, straight,	Links to Prior	vocabulary:	vocabulary:		happens to
	ocabulary:	standing long jump? Can I	a space? Can I travel safely	developing	Key vocabulary:		triple jump,	Learning: Yr 1	forwards,	forwards,		my body
'	speed,	perform a triple		simple tactics	tuck, roll,	Links to Prior	land, bend, hop,	Participate in	move, high	move, high		before I do
ho	eight, freeze	jump? Can I	along different	for attacking	stretch, bend,	Learning:	skip,	team games,	knees,	knees,		exercise?
l lie	frame,	throw an object	apparatus?	and defending	low, high,	Y1 Participate		developing	jump,	jump,		Can I
	mirroring	•	Can I copy a		balance,	in team	Cross curricular	simple tactics	Limbo			describe
	IIIIIIIIIII	into a target area? Can I	sequence?			games,	links: maths –	for attacking	Links to	Links to		what
	Cross	catch a ball	sequence:		Links to Prior	developing	measuring the	and defending	Prior Learning:	Prior		happens to
	curricular	which is being	Key		Learning:	control of	length of jumps		Y1 Focus on	Learning:		my body
	nks: Music –	thrown to me?	vocabulary:		Y1 Make	balls and	Links to Brian	Links to Brian	building	Y1 Focus on		during
""	tempo,	Key vocabulary:	tuck, roll,		different shapes	using bats to	Links to Prior	Links to Prior	movement	building		exercise?
	speed.	speed,	stretch, bend,		with their body,	strike a ball.	Learning:	Learning: Y1 Participate in	skills –	movement skills –		Can I
	speeu.	forwards,	low, high,		show relaxed and tense		Y1 To perform some different	•	running,			describe
l lie	nks to Prior	stretch, open	balance,		positions. Use		jumps. To	team games, developing	skipping,	running,		what
	earning: Y1	hands, distance,	balarice,		different		perform a	simple tactics	balance	skipping, balance		happens to
	dance -	target, reach,	Links to Prior		balancing ad		sequence.	for attacking	balarice	Dalatice		my body
	Perform	land	Learning:		travelling		sequence.	and defending				after
	ances using		Y1 Make		techniques.			and detending				exercise?
	simple	Cross curricular	different		Copy a							
l n	movement	links: Maths –	shapes with		seguence.							Key
	patterns,	teach active	their body,		scquence.							vocabulary:
	moving to	lessons	show relaxed									heart rate,
	music	incorporate	and tense									pulse, beat,
	-	movement.	positions. Use									energy, left,
		Science –	different									right,
		understanding	balancing ad									forwards,
		of health and	travelling									backwards,
		how the body	techniques.									north,
		works. PSHE –	Сору а									south,
		understanding	sequence.									west, east
		how our brain										
		controls our										Cross
		body and how										curricular
		exercise makes										links:
		us feel.										Geography

				exploring
Links to Prior				maps
Learning:				Links to
Y1 Running,				Prior
jumping,				Learning: Yr
throwing and				1 To move
catching, as				in a range
well as				of
developing				directions,
balance, agility				explore
and co-				new
ordination				environme
				nts
				Links to
				Prior
				Learning:
				Yr 1
				Describe
				how their
				body feels
				and
				changes
				during
				exercise

Key Stage 2

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

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

Swimming and water safety

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

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

	Autum	nn 1	Autumn 2		Spi	ring 1	Spi	ring 2	Sumr	ner 1	Sumr	mer 2
Year 3	Swimming	Multi-Skills	Swimming	Hockey	Gymnasti	Basketball/	Gymnastics	Tag Rugby	Dance	Athletics	Indoor Athletics	Tennis
					cs	Netball						
	Key concept:	Key	Key concept:	Key			Key	Key concept:	Key concept:	Key concept:	Key concept:	Key concept:
	Develop	concept:	Develop flexibility,	concept:	Key	Key	concept:	Competitive	Broad range of	Competitive	Broad range of	Competitive
	flexibility,	range of	strength, technique,	Competit	concept:	concept:	Broad	sports,	physical	sports, physical	physical activities	sports, physical
	strength,	physical	control, and balance	ive	Broad	Competitiv	range of	physical	activities	activity	Know how to:	activity
	technique,	activities	Know how to: Swim	sports,	range of	e sports,	physical	activity	Know how to:	Know how to:	Develop	Know how to:
	control, and	Know how	competently,	physical	physical	physical	activities	Know how	Perform dances	Develop	flexibility, control,	Develop flexibility,
	balance	to: Use	confidently, and	activity	activities	activity	Know how	to:	using a range of	flexibility,	and technique	control, and
	Know how	running,	proficiently over a	Know	Know	Know how	to:	Attacking/def	patterns	control, and	Key questions:	technique
	to: Swim	jumping,	distance of at least	how to:	how to:	to:	Key	ending	Key questions:	technique	Can I improve my	
	competently,	throwing,	25 metres,	Attacking	Develop	Attacking/d	questions:	strategies	Can I show		running technique	

confidently,	and	Use a range of	/defendi	flexibility,	efending	Can I find	Key	imaginative	Key questions:	and take part in a	Key questions:
and	catching in	strokes effectively	ng	control,	strategies	ways of	questions:	responses to	Can I learn the	relay? Can I	Can I learn basic
proficiently	isolation	Perform safe self-	strategie	techniqu	Key	travelling	Can I use tag	music through	basic	develop my long	tennis skills and
over a	and in	rescue in different	S	e and	questions:	along a	belts to	body language	fundamentals	jump techniques?	hit a forehand
distance of at	combinatio	water-based	Key	balance	Can I travel	bench? Can	improve	and movement?	of athletics?	Can I learn how to	ground shot? Can
least 25	n	situations	question		with a ball?	I jump and	evasion	Can I begin to	Can I explore	perform a triple	I improve my
metres,	Key	Key questions:	s: Can I	Key	Can I	land safely	skills? Can I	use	how to sprint	jump? Can I	forehand ground
Use a range	questions:	Can I swim	learn	question	bounce/dri	from a	improve	compositional	effectively? Can	explore how to	stroke? Can I
of strokes	Can I learn	competently for	how to	s: Can I	bble a ball?	box/bench?	passing,	ideas of copying	I learn how to	use hurdles?	learn to perform
effectively	the	25m?	use a	explore	Can I learn	Can I	receiving and	and mirroring?	hurdle? Can I		and return a
Perform safe	different	Can I swim using a	hockey	different	3 different	combine	general ball	Can I create a	explore	Key vocabulary:	serve? Can I take
self-rescue in	techniques	range of strokes	stick?	ways of	passes?	rolls, jumps	handling	solo sequence?	different	accuracy, relay,	part in mini
different	involved in	(backstroke,	Can I	travelling	Can I learn	and	skills?	Can I create a	athletic jumps?	speed, power,	matches?
water-based	running?	breaststroke, front	travel	with	different	balances by	Can I develop	sequence in a		agility, obstacle	
situations	Can I	crawl, butterfly)?	with a	different	attacking	using	running with	small group?	Key vocabulary:		Key vocabulary:
Key	practice		hockey	heights,	and	benches/bo	the ball in	Can I create a	throw, catch,	Links to Prior	return, serve,
questions:	different	Key vocabulary:	stick and	speeds	defending	xes? Can I	rugby	whole class	accelerate,	Learning: KS1	ground shot,
Can I swim	throws and	Swim, kick, float,	pass?	and	strategies?	travel	situations?	pyramid? Can I	javelin, discus,	Athletics	ground stroke
competently	improve	tuck, turn, breath	Can I	direction	Can I play a	safely on	Can I pass the	practice and	shot put		=
for 25m?	my	tuck, turn, breath	learn	s? Can I	game?	the	ball	perform a		Cross curricular	Links to Prior
Can I swim	catching?	Cross curricular	different	perform		apparatus?	accurately?	whole dance	Links to Prior	links: PSHE	Learning: KS1
using a range	Can I		attacking	a variety	Key	Can I	Can I attack	routine?	Learning: KS1	Physical health	Agility and co-
of strokes	combine	links: PSHE Physical	and	of	vocabulary:	showcase	as part of a		Movement,	and mental	ordination
(backstroke,	running,	health and mental	defendin	jumps?	pass,	my	team? Can I	Key vocabulary:	jumping, multi-	wellbeing.	
breaststroke,	catching	wellbeing.	g	Can I	bounce,	performanc	defend as	space,	skills		Cross curricular
front crawl,	and		strategie	explore	dribble,	es?	part of a	repetition,			links: PSHE
butterfly)?	throwing?		s? Can I	different	pivot,		team?	action, reaction,	Cross curricular		Physical health
			play a game?	rolls? Can	attack,	Key		pattern	links: PSHE		and mental
	Key		gaine:	I explore	score, defend	vocabulary:	Key		Physical health		wellbeing.
Key	vocabulary		Key	different		different	vocabulary:	Cross Curricular	and mental		_
vocabulary:	: jump, run,		vocabula	balances ?	Links to	types of	attack,	Links: Ancient	wellbeing.		
swim, kick, float, tuck,	throw,			r Can I	Prior	jumps/rolls	defend,	Egypt (History)			
turn, breath	catch		ry: pass,	combine	Learning:	/balances	backward	Links to Prior			
tuili, bieatii			dribble,	different	KS1 Ball	Links to	pass, tag, dodge,	Learning: KS1			
Cross	Links to		flick,	jumps,	games and	Prior	intercept	Dance			
curricular	Prior		obstructi	rolls and	Team	Learning:	пистери	Dance			
links: PSHE	Learning:		on	balances	Games	KS1	Links to Prior				
Physical	KS1 Multi-			into a		Gymnastics	Learning: KS1				
health and	skills		Links to	routine?	Cross		Ball games				
mental			Prior		Cross	Cross	and simple				
	Cross		Learning:	Kov	curricular	curricular	attacking/def				
wellbeing.	curricular		KS1 Ball	Key vocabula	links: PSHE	links: PSHE	ending games				
	links: PSHE		games	ry:	Physical	Physical					
	Physical		and	different	health and	health and	Cross				
	health and		Team	types of	mental 	mental	curricular				
	mental		Games	jumps/ro	wellbeing.	wellbeing.	links: PSHE				
	wellbeing.			lls/balanc			Physical				
			Cross	es			health and				
			curricular				mental				
			links:	Links to			wellbeing.				
			PSHE	Prior							
			Physical	Learning:							
			health								
			L	L	L	L	l	l		l	

	1	1	1			1	1	1				1
				and	KS1							
				mental	Gymnasti							
				wellbeing	CS							
					Cross							
					curricular							
					links:							
					PSHE							
					Physical							
					health							
					and							
					mental							
					wellbeing							
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Year 4	Swimming	Football	Swimming	Netball	Gymnasti	Hockey	Dance	Basketball	Indoor Athletics	Outdoor	Indoor Athletics	Cricket
					cs					Athletics		
	Key concept:	Key	Key concept:	Key		Key	Key	Key concept:	Key concept:		Key concept:	Key concept/Skill:
	Develop	concept:	Develop flexibility,	concept:	Key	concept:	concept:	range of	Broad range of	Key	Broad range of	Engage in
	flexibility,	range of	strength, technique,	range of	concept:	range of	Develop	physical	physical	concept/Skill: D	physical activities	competitive
	strength,	physical	control, and balance	physical	Develop	physical	flexibility,	activities,	activities	evelop	Know how to:	sports and
	technique,	activities,	Know how to: Swim	activities,	flexibility,	activities,	strength,	Engage in	Know how to:	competence to	Develop	activities
	control, and	Engage in	competently,	Engage in	strength,	Engage in	technique,	competitive	Develop	excel in a broad	flexibility, control,	Know how
	balance	competitiv	confidently, and	competiti	techniqu	competitive	control,	sports and	flexibility,	range of	and technique	to: Play
	Know how	e sports	proficiently over a	ve sports	e,	sports and	and	activities	control, and	physical	Key questions:	competitive
	to: Swim	and	distance of at least	and	control,	activities	balance,	Know how	technique	activities	Can I improve my	games and apply
	competently,	activities	25 metres,	activities	and	Know how	Know how	to: Play	Key questions:	Know how	running technique	basic attacking
	confidently,	Know how	Use a range of	Know	balance	to: Play	to: Perform	competitive	Can I improve	to: Use	and take part in a	and defending
	and	to: Play	strokes effectively	how to:	Know	competitive	dances	games and	my running	running,	relay? Can I	strategies
	proficiently	competitiv	Perform safe self-	Play	how to:	games and	using a	apply basic	technique and	jumping,	develop my long	
	over a	e games	rescue in different	competiti	Develop	apply basic	range of	attacking and	take part in a	throwing, and	jump techniques?	Key questions:
	distance of at	and apply	water-based	ve games	compete	attacking	movement	defending	relay? Can I	catching in	Can I learn how to	Can I explore
	least 25	basic	situations	and apply	nce to	and	patterns	strategies	develop my	isolation and in	perform a triple	catching skills and
	metres,	attacking	Key questions:	basic	excel in a	defending	Key	Key	long jump	combination,	jump? Can I	the overarm
	Use a range	and	Can I swim	attacking	broad	strategies	questions:	questions:	techniques?	Develop	explore how to	throw? Can I
	of strokes	defending	competently for	and	range of	Key	Can I revisit	Can I develop	Can I learn how	flexibility,	use hurdles?	strike a bowled
	effectively	strategies	25m?	defendin	physical	questions:	the key	bouncing	to perform a	strength,	use nurules!	ball with either an
	Perform safe	Key	Can I swim using a		activities	Can I	dance	skills while	triple jump?	technique,	Key vocabulary:	attacking or
	self-rescue in	questions:	range of strokes	g strategie		develop the	concepts?	moving with	Can I explore	control, and	accuracy, relay,	defensive shot?
	different	Can I	(backstroke,	_	Key		Can I	the ball? Can	how to use	balance		Can I bowl with
			,	S	question	push-pass				Daidlice	speed, power,	
	water-based	develop	breaststroke, front	Key	S . Can l	technique	explore the	I remain in	hurdles?	Vou aucetiens	agility, obstacle	underarm and
	situations	dribbling	crawl, butterfly)?	question	: Can I	while	basic	control of the	Var. va aa bula	Key questions:	Cuasa accumiacolaria	over arm actions?
	Key	while on		s: Can I	revisit	dribbling?	concepts of	ball while	Key vocabulary:	Can I compare	Cross curricular	Can I hit a bowled
	questions:	the move	Key vocabulary:	explore	fundame	Can I	Viking/Angl	travelling?	accuracy, relay,	my	links: PSHE	ball into space
	Can I swim	in 2v1		different	ntal	improve	o-Saxon	Can I explore	speed, power,	performances	Physical health	with different
	competently	situations?	Swim, kick, float,	types of	moveme	shooting	dance? Can	the key	agility, obstacle	with previous	and mental	bats? Can I
	for 25m?	Can I	tuck, turn, breath	passes?	nt skills	into smaller	I explore	movements		ones and	wellbeing.	develop the basic
	Can I swim	practice	1201, 0111, 010011	Can I	and	goals? Can I	how	in a game?	Cross curricular	demonstrate		skill of
	using a range	shooting?	Cross surrisular	explore	perform	develop	rhythm	Can I travel	links: PSHE	improvement to	Links to Prior	intercepting a
	of strokes	Can I	Cross curricular	the rules	a range	knowledge	impacts	and maintain	Physical health	achieve my	Learning: Y3	moving ball? Can I
1	(backstroke,	explore the	links: PSHE Physical	of Bee	of	of hockey	movement	control in a	i ilysical licalill	· ·	Athletics	understand rules
	breaststroke,	rules of		Netball?	balances	rules and	? Can I	game?		personal best?		
1	İ		ĺ							Can I develop		

front crawl,	football	health and mental	Can I	? Can I	play 3v3	include		and mental	my flexibility	and gameplay of
butterfly)?	while		pass and	explore	games? Can	counting in	Va			cricket?
butterny):	playing in	wellbeing.	score in a	new	I play in 4v4	_	Key	wellbeing.	using stretches?	Key vocabulary:
	small	11.1.1.1.5.1.	game?	balances	situations?	my routine?	vocabulary:	11.1.1.1.5.	Can I develop	batting, fielding,
Key	games?	Links to Prior	gaine:	and	Situations:	Toutine:	pass, bounce, dribble, pivot,	Links to Prior	my cardio	bowler, wicket
	Can I	Learning: Y3	Key	move in	Key	Key	attack, score,	Learning: KS1/Y3 Athletics	performance?	bowier, wieker
vocabulary:	improve	Swimming	vocabula	and out	vocabulary:	vocabulary:	defend	K31/13 Atmetics		Cross curricular
Swim, kick,	my		ry:	of	pass,	dance,	delella			links: PSHE
float, tuck,	shooting		bounce	balance?	dribble,	travel,	Cross		V	Physical health
turn, breath	practice to		pass,	Can I use	flick,	rhythm,	curricular		Key concept: To	and mental
	play in		chest	these	obstruction	beat,	links: PSHE		develop	wellbeing.
	larger		pass,	balances		counting	Physical		flexibility,	wenderig.
Cross	games?			to create	Cross		health and		strength,	Links to Prior
curricular			Cross	a	curricular	Cross	mental		technique,	Learning: Y3
links: PSHE	Key		curricular	sequence	links: PSHE	curricular	wellbeing.		control and	Athletics
Physical	vocabulary		links:	of static	Physical	links: PSHE	wendenig.		balance.	
health and	: pass,		PSHE	balances	health and	Physical	Links to Prior			
mental	dribble,		Physical	? Can I	mental	health and	Learning: Y3		Key vocabulary:	
wellbeing.	score,		health	introduce	wellbeing.	mental	Basketball/KS		running, sprint	ļ
	defend		and	travelling		wellbeing.	1		start, pace,	
Links to Prior	attack		mental	into	Links to		Attacking/Def		relay, long	
Learning: Y3	C		wellbeing	these	Prior	Links to	ending		jump, distance,	ļ
Swimming	Cross			sequence s? Can I	Learning:	Prior			arm drives,	ļ
	curricular			use the	Y3 Hockey,	Learning:			bent knees,	
	links: PSHE		Links to	apparatu	KS1	KS1/Y3			triple jump,	
	Physical		Prior	s to	Attacking/D	Dance			take-off,	ļ
	health and		Learning:	create a	efending				bodyweight,	ļ
	mental		Y3	short					javelin, discus,	ļ
	wellbeing.		Netball/B	sequence					quoit, swing.	
			asketball	of						
	Links to			moveme					Cross curricular	
	Prior			nts?					links: PSHE	
	Learning:								Physical health	ļ
	Y3 Ball and			Key					and mental	
	team			vocabula					wellbeing.	
	games			ry:						ļ
				balance,					Links to Prior	ļ
				static,					Learning:	ļ
				sequence					Y3/KS1	ļ
				, travel					Gymnastics	
				Cross						
]	Cross curricular						
]	links:						
]	PSHE						
]	Physical						
]	health						
				and						!
				mental						
				wellbeing						
			1	1						

					Links to Prior Learning: KS1/Y3 Dance							
Year 5	Dance	Tag Rugby	Indoor Athletics	Multi Skills	Swimmin	Dodgeball	Swimming	Gymnastics	Dance	Outdoor Athletics	Cricket	Basketball
	Key concept:	Vov	Key concept/Skill:	55	g	Key	Key	Key	Key concept: To		Key concept/Skill:	Key concept/Skill:
	To perform	Key concept/Sk	Develop	Key	Key	concept/Sk	concept/Sk	concept/Skill:	perform dances	Key	Engage in	Engage in
	dances using	ill: Engage	competence to	concept/	concept/	ill: Engage	ill: Perform	Develop	using a range of	concept/Skill: D	competitive	competitive
	a range of	in	excel in a broad	Skill: De	Skill:	in	safe self-	competence	movement	evelop	sports and	sports and
	movement	competitiv	range of physical	velop	Perform	competitive	rescue in	to excel in a	patterns.	competence to	activities	activities
	patterns.	e sports	activities	compete	safe self-	sports and	different	broad range		excel in a broad	Know how	Know how
		and	Know how to: Use	nce to	rescue in	activities	water	of physical	Key location:	range of	to: Play	to: Play
	Key location:	activities	running, jumping,	excel in a	different	Know how	based	activities	Large hall	physical	competitive	competitive
	Large hall	Know how	throwing, and	broad	water	to: Play	situations	Know how		activities	games and apply	games and apply
	_	to: Play	catching in isolation and in combination,	range of physical	based situation	competitive	Swim	to: Develop flexibility,	Know how to:	Know how to: Use	basic attacking and defending	basic attacking and defending
	Know how	competitiv	Develop flexibility,	activities	Situation	games and apply basic	competentl y,	strength,	create a	running,	strategies	strategies
	to: create a	e games	strength, technique,	Know	Swim	attacking	confidently	technique,	sequenced	jumping,	Strategies	Key questions:
	sequenced	and apply	control, and balance	how	compete	and	and	control, and	dance and	throwing, and	Key questions:	Can I develop
	dance and	basic	control, and balance	to: Use	ntly,	defending	proficiently	balance	perform to an	catching in	Can I explore	flexibility,
	perform to an	attacking	Key questions: Can I	running,	confident	strategies	over a	Key	audience.	isolation and in	catching skills and	strength,
	audience.	and defending	compare my	jumping,	ly and		distance	questions:		combination,	the overarm	technique control
		strategies	performances with	throwing,	proficient	Key	of at	Can I	Key questions:	Develop	throw? Can I	and balance in the
	Key	Strategies	previous ones and	and	ly over a	questions:	least 25	understand	Can I compare	flexibility,	strike a bowled	context of the
	questions:	Key	demonstrate	catching	distance	Can I	metres	and	my	strength,	ball with either an	basketball
	Can I	questions:	improvement to	in	of at	successfully	Use a range	demonstrate	performances	technique,	attacking or	dribbling
	compare my	Can I wear	achieve my personal	isolation	least 25	and	of strokes	mirroring and	with previous	control, and	defensive shot?	technique? Can I
	performances	a tag rugby	best? Can I develop	and in combinat	metres Use a	consistently	effectively, for	symmetry? Can I work	ones and	balance	Can I bowl with underarm and	explore basketball passes? Can I
	with previous	belt	my flexibility using	ion	range of	catch	example,	with a	demonstrate	Key questions:	over arm actions?	learn how to
	ones and	appropriat	stretches? Can I	1011	strokes	medium and small	front crawl,	partner to	improvement to	Can I compare	Can I hit a bowled	move effectively
	demonstrate	ely and	develop my cardio	Key	effectivel	balls with	backstroke	develop a	achieve my	my	ball into space	around the court
	improvement	improve on	performance?	question	y, for	two hands?	and	short	personal best?	performances	with different	and learn how to
	to achieve my	existing		s: Can I	example,	Can I track	breaststrok	movement	Can I create a	with previous	bats? Can I	pivot? Can I use
	personal	movement	Key vocabulary:	explore	front	and catch	e.	sequence	sequenced	ones and	develop the basic	strategies to keep
	best? Can I	and evasion	running, sprint start,	new	crawl,	bounced		that involves	dance? Can I	demonstrate	skill of	possession of the
	create a	skills? Can I	pace, relay, long	moveme	backstrok	and thrown	Know how	both	perform to an	improvement to	intercepting a	ball? Can I learn
	sequenced	improve	jump, distance, arm	nt skills?	e and	balls? Can I	to: Execute	mirroring and	audience?	achieve my	moving ball? Can I	how to mark a
	dance? Can I	passing,	drives, bent knees,	Can i	breaststr	successfully	a range of	symmetry? Can I learn a	Van vaarbulen	personal best?	understand rules and gameplay of	player effectively and get free from
		receiving		Improve	oke.	and	strokes	variety of	Key vocabulary:	Can I develop	cricket?	and get free from a defender? Can I
		and general		functiona		consistently	including	variety or	warm up,	my flexibility	or renet;	a deteriaci; cuiri

	perform to an	ball	triple jump, take-off,	ı	Know	catch	front crawl,	rolling	phrase, motif,	using stretches?	Key vocabulary:	apply my
	audience?	handling	bodyweight,.	moveme	how	medium	breaststrok	actions and	gesture,	Can I develop	batting, fielding,	basketball skills to
	addience:	skills in tag	bodyweight,.	nt	to: Exec	and small	e and	add them to	rhythmic,	my cardio	bowler, wicket	a gameplay
	Key	rugby? Can	Cross curricular	patterns?	ute a	balls with	backstroke.	the			bowier, wieker	scenario Can I
	vocabulary:	I develop	links:	Can I	range of	two hands?	Perform a	symmetrical	perform,	performance?		evaluate my
	•	running	PSHE Physical health	improve	strokes	Can I	rescue and	sequence?	stretch.			performance?
	warm up,	with the	and mental	hand eye	including	develop my	assist a	Can I perform				p =
	phrase, motif,	ball in 1v1	wellbeing.	co-	front	understand	citizen who	a variety of	Cross curricular	Vau samaanti Ta		Key
	gesture,	and 2v2	wendeng.	ordinatio	crawl,	ing of the	has been	counterbalan	links: Sum RE	Key concept: To		vocabulary: invas
	rhythmic,	situations?	Links to Prior	n? Can I	breaststr	rules of	rescued.	ces with a	topic – Sikh	develop		ion games, chest
	perform,	Can I	Learning: Y4 Games	continue	oke and	dodgeball?	Key	partner? Can	dance	flexibility,		pass, bounce
	stretch.	develop		to	backstrok	Can I	questions:	I work in		strength,		pass, overheard
		passing and		improve	e.	engage in	Can I	small groups	Links to Prior	technique,		pass, anticipation,
	Cross	receiving		hand-eye	Perform	games of	perform an	to produce a	Learning: Y5	control and		control, accuracy,
	curricular	skills in 2v1		co-	a rescue	dodgeball?	efficient	variety of	Dance	balance.		technique,
	links: Aut	and 2v2		ordinatio	and		stroke for	group				opponent,
	Victorian	situations?		n	assist a	Key	25 metres?	balances?		Key vocabulary:		passing, intercept
	topic.	Can I		through	citizen	vocabulary:	Can I	Can I		running, sprint		
		improve		games	who has	track,	explain the	evaluate and		start, pace,		
	Links to Prior	attacking		and	been	catch,	techniques	improve a		relay, long		
	Learning: Y5	and		challenge	rescued.	dodgeball	used to	sequence of		jump, distance,		
	Dance.	defending		s? Can I	Key		rescue	balances?		arm drives,		
		(tagging)		develop	question		someone?	Can I devise a		bent knees,		
		principles?		my foot-	s: Can I		Key	longer		triple jump,		
		Can I develop a		eye co-	perform		vocabulary:	sequence of		take-off,		
		knowledge		ordinatio n? Can I	an efficient		Float, dive, stroke,	movement in smaller		bodyweight,		
		of the rules		develop	stroke for		reach,	groups? Can I		javelin, discus,		
		and play		my foot-	25		streamline	perform my		quoit, swing.		
		3v3 games?		eye co-	metres?		d, buoyant,	sequence to				
		Can I		ordinatio	Can I		dive,	an audience?		Cross curricular		
		develop		n	explain		length,			links: PSHE		
		game play		through	the		width.	Key		Physical health		
		in attacking		games?	techniqu			vocabulary:		and mental		
		and		_	es used		Cross	mirroring,		wellbeing.		
		defending		Key	to rescue		curricular	symmetry,				
		4v4		vocabula	someone		links:	sequence,		Links to Prior		
		matches?		ry:	?		Links to	counterbalan		Learning: Y4		
				moveme	Key		Prior	ce, evaluate,		Athletics		
		Key		nt, pass,	vocabula		Learning:	perform				
		vocabulary		throw,	ry:		Links to KS2					
		: attack,		catch, co-	Float,		Swimming					
		defend,		ordinate,	dive,							
		tag,		react	stroke,							
		intercept,			reach,							
		concede, opponent,			streamlin ed,							
		possession,			buoyant,							
		try			dive,							
		c. ,			length,							
					width.							
					Links to							
					Prior							

		I		1		I						
					Learning:							
					Links to							
					KS2							
					Swimmin							
C	D	8.6 U. C. III.	0		g	B. J. H. H.	6		1111.0	0.11	1	
Year 6	Dance	Multi-Skills	Gymnastics	Tag	Running	Basketball	Swimming	Football	Health &	Outdoor	Indoor Athletics	Games – Bat and
			V	Rugby			(Spr2/Sum1)		Fitness – Gym	Activities –		Ball
	Key concept:	Key	Key concept: To	Vari	Key	Key		Key		Orienteering	Key concept: To	
	To perform	concept:	develop flexibility,	Key	concept:	concept: To	Key	concept: To	Key concept: To		develop flexibility,	Key concept: To
	dances using	To use	strength, technique,	concept:	To use	play	concept: To	play	develop	Key concept: To	strength,	play competitive
	a range of	running,	control and balance.	To play	running,	competitive	swim	competitive	flexibility,	take part in	technique, control	games, modified
	movement	jumping,	Know how to:	competiti	jumping,	games,	competently	games,	strength,	outdoor and	and balance.	where, and apply
	patterns.	throwing	develop flexibility	ve	throwing	modified	, confidently	modified	technique,	adventurous	Know how to:	basic principles
	Know how	and	using stretches and	games,	and	where, and	and	where, and	control and	activity	develop flexibility	suitable for
	to: create a	catching in	balances.	modified	catching	apply basic	proficiently	apply basic	balance.	challenges both	and cardio	attacking and
	sequenced	isolation	Key questions: Can I	where,	in	principles	over a	principles	Know how to:	individually and	performance.	defending.
	dance and	and in	compare my	and apply	isolation	suitable for	distance of	suitable for	develop	within a team.	Key questions:	Know how to:
	perform to an	combinatio	performances with	basic	and in	attacking	at least 25m.	attacking	flexibility and	Know how to:	Can I compare my	play rounders
	audience.	n.	previous ones and	principles	combinat	and	Know how	and	cardio	work in a team	performances	using good fine
	Key	Know how	demonstrate	suitable	ion.	defending.	to: Use a	defending.	performance.	to complete	with previous	motor skills.
	questions:	to: perform	improvement to	for	Know		range of	Know how	Key questions:	challenges.	ones and	Key questions:
	Can I	multiple	achieve my personal	attacking	how to:	Know how	strokes	to: play	Can I compare	Key questions:	demonstrate	Can I compare my
	compare my	skills to	best? Can I develop	and	use	to: play	effectively	football	my	Can I compare	improvement to	performances
	performances	incorporate	my flexibility using	defendin	different	basketball	and perform	using basic	performances	my	achieve my	with previous
	with previous	into games.	stretches? Can I	g.	running	using basic	safe self-	skills of	with previous	performances	personal best?	ones and
	ones and	Key	perform balances	Know	skills in	skills of	rescue in	attacking	ones and	with previous	Can I develop my	demonstrate
	demonstrate	questions:	within my group?	how to:	challenge	attacking	different	and	demonstrate	ones and	flexibility using	improvement to
	improvement	Can I	Key vocabulary:	play tag	S.	and	water-based	defending.	improvement to	demonstrate	stretches? Can I	achieve my
	to achieve my	compare	rolling, symmetry,	rugby	Key	defending.	situations.	Key	achieve my	improvement to	develop my cardio	personal best?
	personal	my	sequence,	using	question	Key	Key	questions:	personal best?	achieve my	performance?	Can I learn the
	best? Can I	performanc	counterbalances,	basic	s: Can I	questions:	questions:	Can I	Can I develop	personal best?	Key vocabulary:	rules of
	create a	es with	group balances,	skills of	compare	Can I	Can I swim	compare my	my flexibility	Can I use a	running, sprint	Rounders? Can I
	sequenced	previous	unison, rehearse,	attacking	my	compare	confidently	performanc	using stretches?	compass to	start, pace, relay,	use a bat to hit a
	dance? Can I	ones and	posture.	and	performa	my	over a	es with	Can I develop	guide my	long jump,	ball and good fine
	perform to an	demonstrat	Limbo to Duion	defendin	nces with	performanc	distance of	previous	my cardio	directions? Can	distance, arm	motor skills to
	audience?	e	Links to Prior	g.	previous	es with	25m? Can I	ones and	performance?	I follow a set of	drives, bent	pass a small ball?
	Key	improveme	Learning: Y5	Key	ones and	previous	use a range	demonstrate	Key vocabulary:	instructions to	knees, triple	Key vocabulary:
	vocabulary:	nt to	Gymnastics	question	demonstr	ones and	of strokes?	improvemen	warm up,	reach an end	jump, take-off,	batting, fielding,
	warm up,	achieve my		s: Can I	ate	demonstrat	Can I	t to achieve	cardio, interval	target?	bodyweight,	catching, bowler,
	phrase, motif,	personal	Cross curricular	compare	improve	e	perform safe	my personal	training,	Key vocabulary:	javelin, discus,	base, boundary,
	galliard,	best? Can I	links: PSHE Physical	my	ment to	improveme	self-rescue?	best? Can I	exercise, heart	agility, maps,	quoit, swing.	rounder,
	morris	use	health and mental	performa	achieve	nt to	Key	learn the	rate, pulse, cool	symbols, team,	Cross curricular	backstop, score.
	dancing,	different	wellbeing.	nces with	my	achieve my	vocabulary:	rules of	down, stretch.	start, finish,	links: PSHE	Cross curricular
	leaping,	skills of		previous	personal	personal	front crawl,	Football to	Cross curricular	cooperation.	Physical health	links: PSHE
	galloping,	running,		ones and	best?	best? Can I	backstroke,	attack and	links: PSHE	Cross curricular	and mental	Physical health
	skipping,	jumping,		demonstr	Can I use	learn the	breaststroke	defend? Can	Physical health	links: PSHE	wellbeing.	and mental
	perform,	throwing		ate	different	rules of	, dolphin,	l use	and mental	Physical health		wellbeing.
	stretch.	and		improve	skills of	Basketball	diving, self-	different	wellbeing.	and mental	Links to Prior	
	Cross	catching in		ment to	running	to attack	rescue.	passes and		wellbeing.	Learning: Y5	Links to Prior
	curricular	isolation?		achieve	in	and	Cross	dribbling	Links to Prior		Athletics, Y6 Aut1	Learning: Aut1
	links: Aut	Can I		my	isolation?	defend?	curricular	skills?	Learning: Y5	Links to Prior	Multi-skills	Multi-skills
	Tudor topic.	combine		personal	Can I	Can I use	links: Y6 Spr	Key	Multiskills	Learning:		
	Links 4 : Diff	different		best?	combine	different	Geog:	vocabulary:		Following maps		
	Links to Prior	skills of		Can I	different	passes and	Staying safe	kicking,		on local visits		
	Learning:	running,		learn the			near water	passing,				

Y5 Dance	jumping,	rules of	skills of	dribbling		attacking,	(Nantwich in	
	throwing	Tag	running?	skills?	Links to	defending,	Aut1)	
Cross	and	Rugby?	Key	Key	Prior	tactics,		
curricular	catching?	Can I play	vocabula	vocabulary:	Learning:	scoring.		
links: PSHE	Key	using	ry:	dribbling,	KS2			
Physical	vocabulary	attacking	techniqu	turn,	swimming	Links to		
health and	: hand-eye	and	es,	travelling,		Prior		
mental	coordinatio	defendin	direction	bounce		Learning: Y4		
wellbeing.	n, foot-eye	g skills?	S,	pass, chest		Football		
wendering.	coordinatio	Key	moveme	pass,				
	n, agility,	vocabula	nt, pace,	shoulder				
	balance,	ry : rugby	defender	pass,				
	speed,	balls, tag		accuracy,				
	dribbling,	belts,	attackers	shooting,				
	shooting,	multi-	, cool	scoring.				
	movement.	direction	down,					
		al	stretch.	Links to				
	Links to	moveme		Prior				
	Prior	nts,	Links to	Learning:				
	Learning:	attack,	Prior	Y5				
	Multi-skills	defend,	Learning:	Basketball				
	throughout	tag,	Y5					
	KS2 PE	catch,	Dodgebal					
		pass.	I, Y6 Aut1					
			Multi-					
		Links to	skills					
		Prior						
		Learning:						
		Y5 Rugby						