

Building Ambition,  
Resilience and  
Respect

# PE Curriculum



S Heywood  
PE COORDINATOR

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## Haveley Hey Curriculum Statement for Physical Education

<b>Intent</b>	<p>At Haveley Hey, we aim to develop the physical, social and emotional well-being of our students through Physical Education. We aspire to provide an engaging, challenging and inclusive curriculum that allows all children to thrive and become physically confident. We offer excellent varied opportunities for children to develop a life-long love for physical activity and lead healthy, active lifestyles. We strive to develop quality first teaching in a learning environment that encourages both children and staff to enjoy working hard and be successful athletes. All children at Haveley Hey should have opportunities to fine-tune individual skills but also to feel part of a team. The promotion of physical education and physical activity should be evident throughout the whole school community, this is important because we want all pupils to believe in and fulfil their healthy potential: to thrive physically, socially and emotionally. This is achieved by continuously developing the attitudes, skills and knowledge required to be a leader and provide memorable experiences throughout a student's journey within physical education at Haveley Hey.</p>		
<b>Implementation</b>	<p style="text-align: center;"><b>Curriculum</b></p> <p>PE is taught at Haveley Hey as an area of learning in its own right, as well as being integrated in other curriculum areas, where possible. It is taught a minimum of sessions over the course of a 2 week timetable. The key knowledge and skills of each topic are mapped across each year group and built upon year by year. This ensures that children develop their knowledge of gymnastics, dance, games and – in KS2 – athletics and OAA progressively.</p>	<p style="text-align: center;"><b>Key Concepts</b></p> <p>The teaching of PE at Haveley Hey is split into 3 aspects: Gymnastics, dance and games. Swimming is also taught in year 4. In KS1, pupils should develop fundamental skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. In KS2, pupils should continue to develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement,</p>	<p style="text-align: center;"><b>Subject Specific Approach</b></p> <p>All PE lessons are split into 5 main parts: pre-teach, warm up, skills development, assessment and cool down. Teachers ensure movement in as much of the lesson as possible to ensure children are active for longer.</p>
<b>Impact</b>	<p style="text-align: center;"><b>Pupil Voice</b></p> <p>Pupils at Haveley Hey are confident and able to talk about what they have learnt in physical education using subject specific vocabulary. Pupil voice will demonstrate that pupils enjoy P.E and are able to recall their learning over time.</p>		<p style="text-align: center;"><b>Evidence of Knowledge and Skills</b></p> <p>Pupils' performances in lessons will demonstrate that P.E is taught at an age appropriate standard across each year group with opportunities planned inclusively for all pupils, including SEND and pupils working at greater depth.</p>
	<p style="text-align: center;"><b>Resilience</b></p> <p>Our physical education offer includes extra-curricular opportunities for children to become physically and mentally confident, in ways which support their health, fitness and wellbeing.</p>	<p style="text-align: center;"><b>Ambition</b></p> <p>Our high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities.</p>	<p style="text-align: center;"><b>Respect</b></p> <p>The school curriculum is built on the UNICEF rights of a child and makes links throughout all subjects (including PE) to build on respect and develop children into upstanding, active, global citizens. At Haveley Hey, we provide opportunities to compete in sport and other physical activities, to build character and help embed our school values, including respect.</p>



<b>Class</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	FMS	Gym	FMS	Dance	FMS	Gym
<b>Reception</b>	FMS	Gym	FMS	Dance	FMS	Gym
<b>Year 1</b>	OAA	Invasion games	Send and Receive	Invasion games	Hit, Catch, Throw	Run, Jump, Throw
	Dance	Gym	Dance	Gym	Dance	Gym
<b>Year 2</b>	OAA	Invasion games	Send and Receive	Invasion games	Hit, Catch, Throw	Run, Jump, Throw
	Dance	Gym	Dance	Gym	Dance	Gym
<b>Year 3</b>	OAA	Hockey	Dodgeball	Tennis	Rounders	Athletics
	Dance	Gym	Dance	Gym	Dance	Gym
<b>Year 4</b>	Swim					
	OAA	Tag Rugby	Netball	Tennis	Cricket	Athletics
<b>Year 5</b>	OAA	Hockey	Dodgeball	Tennis	Rounders	Athletics
	Dance	Gym	Dance	Gym	Dance	Gym
<b>Year 6</b>	OAA	Tag Rugby	Netball	Tennis	Cricket	Athletics
	Dance	Gym	Dance	Gym	Dance	Gym

	<p><b>PE Long Term Plan</b></p>		<p>I have designed a comprehensive PE curriculum with the intent of promoting physical, social and emotional wellbeing among children, while engaging and challenging them in a way that is inclusive and promotes a healthy active lifestyle. With quality first teaching, the curriculum aims to provide a fun and supportive environment where students can develop their physical abilities, teamwork, sportsmanship and overall confidence in their abilities. The goal is to help students develop a lifelong passion for physical activity and healthy living, and to equip them with the skills and knowledge they need to lead healthy and active lives both now and in the future.</p>				
		<p><b>Autumn</b></p>		<p><b>Spring</b></p>		<p><b>Summer</b></p>	
		<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p style="text-align: center;"><b>Subject content Key stage 1</b></p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➤ master basic movements including running, jumping, throwing and catching (Autumn 1, Summer 1 and 2), as well as developing balance, agility and co-ordination (Autumn 2), and begin to apply these in a range of activities</li> <li>➤ participate in team games (Autumn 2), developing simple tactics for attacking and defending (Spring 2).</li> <li>➤ perform dances using simple movement patterns (Spring 1, Summer 1)</li> </ul>							
<p><b>Year 1</b></p>	<p><b>OAA</b></p>	<p><b>Attack and Defend</b></p>	<p><b>Send and Receive</b></p>	<p><b>Attack and Defend</b></p>	<p><b>Hit, Catch, Throw</b></p>	<p><b>Run, Jump, Throw</b></p>	
<p><b>Main teaching points</b></p>	<p>Introduction to simple OAA activities such as running, jumping, and climbing</p> <p>Developing fundamental movement skills</p>	<p>Introduction to basic attacking and defending skills, such as passing, dribbling, blocking, and intercepting</p> <p>Small-sided games to develop attacking and defending skills and encourage teamwork</p>	<p>Introduction to basic sending and receiving skills, such as throwing and catching.</p> <p>Small-sided games to develop sending and receiving skills and encourage teamwork.</p>	<p>Introduction to more advanced attacking and defending skills such as feinting, tackling and zoning</p> <p>Whole-class games to encourage children to apply skills in a team-based competitive environment</p> <p>Encouraging children to evaluate their own and others' performances and identify areas for improvement</p>	<p>Building on sending and receiving skills and knowledge from the previous term.</p> <p>Whole-class games to encourage children to apply skills in a team-based competitive environment</p>	<p>Introduction to basic running techniques, such as sprinting and jogging</p> <p>Introduction to basic jumping skills, such as jumping for distance and height</p> <p>Introduction to basic throwing skills, such as overhand and underhand throws</p> <p>Fun relay races and games to develop running, jumping, and throwing skills</p>	

	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>
	<p>Introduction to basic body awareness and coordination through movement exploration</p> <p>Development of fundamental locomotor skills such as walking, running, jumping, and hopping</p>	<p>Introduction to basic gymnastics skills such as balancing, rolling, and jumping</p>	<p>Introduction to simple rhythmic patterns and dance sequences</p>	<p>Development of coordination and body awareness through simple movements and routines</p>	<p>Exploration of different movement qualities, such as fast and slow or strong and gentle</p> <p>Introduction to basic dance elements, such as shapes, levels, and directions</p>	<p>Introduction to basic apparatus such as mats and low-level equipment</p>
<b>Key links</b>	<p>If it can link to the topic they are doing</p>					
<b>Year 2</b>	<b>OAA</b>	<b>Attack and Defend</b>	<b>Send and Receive</b>	<b>Attack and Defend</b>	<b>Hit, Catch, Throw</b>	<b>Run, Jump, Throw</b>
<b>Main teaching points</b>	<p>Introduction to orienteering and map reading</p> <p>Simple problem-solving activities in small groups</p> <p>Exploration of local outdoor environments</p>	<p>Introduction to basic rules of attacking and defending games such as Tag Rugby, Handball or Invasion Games</p> <p>Building on attacking and defending skills and knowledge from previous term</p>	<p>Introduction to more advanced sending and receiving skills such as overhead passing and bouncing</p> <p>Small-sided games with more complex challenges to develop teamwork and decision-making skills</p>	<p>Introduction to more advanced rules and strategies of attacking and defending games</p> <p>Small-sided games with more complex challenges to develop teamwork and problem-solving skills</p>	<p>Introduction to more advanced rules and strategies of send and receive games</p> <p>Whole-class games to encourage children to apply skills in a team-based competitive environment</p>	<p>Building on running, jumping, and throwing skills and knowledge from the previous term</p> <p>Developing running techniques such as pace control and agility</p> <p>Developing jumping skills such as long jumps and vertical jumps</p> <p>Developing throwing skills through accuracy and target games</p>
	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>
	<p>Building on body awareness and locomotor skills from the previous year</p>	<p>Building on basic gymnastics skills from the previous year</p>	<p>Introduction to basic dance genres and styles, such as ballet or contemporary</p>	<p>Introduction to more advanced movements, such as forward rolls and handstands</p>	<p>Exploration of different dynamics, such as sharp and smooth or sustained and percussive</p>	<p>Introduction to basic apparatus, such as beams and vaults</p>

	Development of more complex movement sequences and patterns	Refining balancing skills, focusing on static and dynamic balance		Introduction to basic floor routines and sequences	Introduction to basic choreography principles, such as repetition and contrast	
<b>Key links</b>						
	<b>Subject content Key stage 2:</b>					
	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➤ use running, jumping, throwing and catching in isolation and in combination (Spring 2, Summer 1 and 2)</li> <li>➤ play competitive games, modified where appropriate [for example: cricket, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending (Autumn 2, Spring 1, Spring 2 and Summer 1).</li> <li>➤ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>➤ perform dances using a range of movement patterns (Autumn 1, Spring 1, Summer 1).</li> <li>➤ take part in outdoor and adventurous activity challenges both individually and within a team (Autumn 1).</li> <li>➤ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>					
<b>Year 3</b>	<b>OAA</b>	<b>Hockey</b>	<b>Dodgeball</b>	<b>Tennis</b>	<b>Rounders</b>	<b>Athletics</b>
<b>Main teaching points</b>	<p>Introduction to more complex OAA activities such as orienteering with a partner and basic team-building challenges</p> <p>Developing basic navigation and map reading skills</p>	<p>Introduction to basic hockey skills such as stick handling and passing</p> <p>Small-sided games to develop skills and understanding of the game</p>	<p>Introduction to basic throwing and catching techniques in dodgeball</p> <p>Introduction to the rules and basic strategies of dodgeball</p> <p>Small-sided games to develop throwing accuracy, catching skills, and understanding of the game</p>	<p>Introduction to basic tennis skills such as grip, forehand, and backhand strokes</p> <p>Introduction to the rules and basic techniques of serving and rallying in tennis</p> <p>Small-sided games and drills to develop hand-eye coordination, control, and</p>	<p>Introduction to basic rounders skills such as batting, fielding, and catching</p> <p>Introduction to the rules and basic strategies of rounders</p> <p>Small-sided games and drills to develop batting technique, fielding skills, and understanding of the game</p>	<p>Introduction to basic athletics skills such as running, jumping, and throwing</p> <p>Introduction to the rules and techniques of different track and field events (e.g., sprinting, long jump, throwing events)</p> <p>Development of basic running form, including</p>



				understanding of the game		sprinting technique and pacing  Introduction to basic jumping techniques, such as the standing long jump  Introduction to basic throwing techniques, such as overarm throwing
	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>
	Further development of movement skills and coordination through dance  Introduction to more advanced dance techniques and vocabulary	Further development of balancing skills, focusing on longer holds and more challenging positions  Introduction to more advanced tumbling skills, such as cartwheels and round-offs	Exploration of different dance styles, such as jazz or cultural dances	Introduction to basic rhythmic gymnastics movements, such as ribbon or hoop manipulation	Development of more complex rhythmic patterns and musicality in dance  Introduction to basic improvisation and creative movement tasks	Development of more complex floor routines and sequences  Development of skills on apparatus, such as bars and rings
<b>Key links</b>						
<b>Year 4</b>	<b>OAA</b>	<b>Tag Rugby</b>	<b>Netball</b>	<b>Tennis</b>	<b>Cricket</b>	<b>Athletics</b>
<b>Main teaching points</b>	Problem-solving activities in small groups with increasing complexity Introduction to outdoor adventure sports such as kayaking or climbing, where possible	Introduction to basic tag rugby skills such as passing and catching  Introduction to the rules and basic tactics of tag rugby  Small-sided games to develop skills, teamwork, and understanding of the game	Introduction to basic netball skills such as passing, catching, and footwork  Introduction to the rules and basic positions in netball  Small-sided games and drills to develop passing accuracy, footwork, and	Building on basic tennis skills from the previous year  Refining forehand and backhand strokes, focusing on technique and consistency Introduction to volleys and overarm shots in tennis	Introduction to basic cricket skills such as batting, bowling, and fielding  Introduction to the rules and basic techniques of cricket  Small-sided games and drills to develop hand-eye coordination, batting	Building on running, jumping, and throwing skills from the previous year  Refining running technique, focusing on speed and endurance  Introduction to more advanced jumping techniques, such as the running long jump

			understanding of the game	Development of basic strategies, such as shot placement and court positioning	stance, and understanding of the game	Introduction to more advanced throwing techniques, such as shot put or discus throw  Development of basic relay race skills and teamwork
	<b>Swimming</b>					
<b>Key links</b>						
<b>Year 5</b>	<b>OAA</b>	<b>Hockey</b>	<b>Dodgeball</b>	<b>Tennis</b>	<b>Rounders</b>	<b>Athletics</b>
<b>Main teaching points</b>	Building on OAA skills and knowledge from previous years Development of more advanced navigation and map reading skills	Building on stick handling and passing skills Introduction to more advanced dribbling techniques and tackling	Refining throwing, catching, dodging, and evasive skills in dodgeball  Introduction to more advanced defensive strategies, such as blocking and deflecting  Developing decision-making skills in fast-paced game situations	Further development of forehand, backhand, volleys, and overhead shots in tennis  Introduction to more advanced serving techniques, including topspin and slice  Development of more advanced strategies, such as setting up points and anticipating opponent's shots  Small-sided games and match play to practice skills, tactics, and sportsmanship	Building on batting and fielding skills from the previous year Refining batting technique, focusing on timing and placement of shots  Introduction to more advanced fielding techniques, such as throwing accuracy and positioning  Development of basic strategies, such as base-running and teamwork	Further development of running, jumping, and throwing skills in athletics  Introduction to more advanced running events, such as hurdles or middle-distance races  Refining jumping techniques, focusing on approach and take-off  Refining throwing techniques, such as increasing power and accuracy  Development of more advanced relay race skills and teamwork
	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>

	<p>Building on dance skills and techniques from the previous year</p> <p>Development of more advanced dance sequences and combinations</p>	<p>Advanced refinement of balancing skills, focusing on precision and control</p> <p>Introduction to more advanced acrobatic skills, such as walkovers and handsprings</p>	<p>Exploration of different dance forms, such as folk or hip-hop</p>	<p>Development of more complex floor routines, incorporating leaps and turns</p> <p>Development of more advanced apparatus skills,</p>	<p>Introduction to basic partner work and group formations in dance</p> <p>Development of more advanced improvisation and creative movement skills</p>	<p>Development of more complex floor routines, incorporating dance elements and strength poses</p>
<b>Key links</b>						
<b>Year 6</b>	<b>OAA</b>	<b>Tag Rugby</b>	<b>Netball</b>	<b>Tennis</b>	<b>Cricket</b>	<b>Athletics</b>
<b>Main teaching points</b>	<p>Development of more advanced navigation and map reading skills</p> <p>Engaging in more complex team-building challenges and problem-solving activities</p>	<p>Refining passing, catching, and running skills in tag rugby</p> <p>Introduction to more advanced defensive strategies and tackling techniques</p> <p>Developing decision-making skills in game situations</p>	<p>Building on passing, catching, and footwork skills from the previous year</p> <p>Refining passing techniques, focusing on accuracy and different types of passes (chest pass, bounce pass)</p> <p>Introduction to more advanced footwork and pivoting skills</p> <p>Development of basic defensive strategies, such as marking opponents and intercepting passes</p>	<p>Advanced refinement of all tennis strokes, focusing on power, accuracy, and consistency</p> <p>Introduction to advanced shot variations, such as drop shots and lobs</p> <p>Emphasizing match play, competitive drills, and sportsmanship in game scenarios</p>	<p>Building on batting, bowling, and fielding skills from the previous year</p> <p>Refining batting technique, focusing on shot selection and timing</p> <p>Introduction to more advanced bowling techniques, such as seam and swing bowling</p> <p>Development of basic fielding techniques, such as catching and throwing accuracy</p>	<p>Advanced refinement of all athletics skills, focusing on speed, technique, and performance</p> <p>Introduction to more advanced field events, such as high jump or javelin throw</p> <p>Introduction to more advanced track events, such as relay races and individual middle-distance races</p> <p>Development of advanced strategies for different events, such as pacing and tactical decision-making</p> <p>Emphasizing competition, personal improvement, and</p>

						sportsmanship in athletic events
	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>	<b>Dance</b>	<b>Gym</b>
	Engaging in more complex team-building challenges and problem-solving activities Introduction to more advanced outdoor adventure sports such as mountain biking or caving, where possible	Advanced refinement of all gymnastics skills, focusing on technique and performance quality	Further development of dance skills and techniques through more challenging movements  Development of more advanced choreography skills, including transitions and formations	Development of advanced floor routines, incorporating artistic elements and connections	Introduction to more advanced dance genres and styles, such as musical theatre or street dance  Development of more complex and intricate choreography, including solo and group work	Emphasizing creativity, personal expression, and performance in gymnastic routines
<b>Key Links</b>						

Progression Document  
PE

	<b>A Nursery athlete can:</b>	<b>A Reception athlete can:</b>	<b>A Year 1 athlete can:</b>	<b>A Year 2 athlete can:</b>	<b>A Year 3 athlete can:</b>	<b>A Year 4 athlete can:</b>	<b>A Year 5 athlete can:</b>	<b>A Year 6 athlete can:</b>
Gym	<p>Introduce fundamental movement and gymnastics skills in a fun and age-appropriate manner.</p> <p>Emphasis is on developing coordination, body awareness, and physical confidence.</p>	<p>Balancing on one foot and then the other.</p> <p>Balancing on a low beam (a floor strip or a line of tape).</p> <p>Forward rolls, starting from a squat position and eventually progressing to standing.</p> <p>Rolling like a ball on the floor, tucking the head and bringing knees to the chest.</p> <p>Jumping off a low platform onto a soft mat.</p> <p>Two-footed jumps, trying to jump as high as they can.</p> <p>Climbing on and over low obstacles like gym mats or soft blocks.</p> <p>Reaching up high and stretching tall.</p> <p>Safe and controlled somersaults with teacher supervision.</p> <p>Understanding basic body positions like tuck, pike, and straddle.</p> <p>Playing games that involve crawling,</p>	<p>Use words such as rolling, travelling, balancing, and climbing.</p> <p>Decide which supporting concepts and actions to add to their sequence</p> <p>Safely move and carry basic gym equipment such as mats and benches.</p> <p>Recognise like actions and link them together.</p> <p>Perform simple gymnastic actions and shapes.</p> <p>Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping.</p> <p>Make their body tense, relaxed, stretched and curled.</p> <p>Perform in unison and canon.</p> <p>Move on, off and over object with confidence.</p> <p>Communicate with a partner to create short sequence.</p>	<p>Comment on aspects of own and others' performances.</p> <p>Perform with control and consistency basic actions at different speeds and on different levels.</p> <p>Create and perform a simple sequence.</p> <p>Show contrasts in gymnastics shapes and actions</p> <p>Work to improve flexibility and strength</p> <p>Attempt to use rhythm whilst performing a sequence</p> <p>Use core strength to link gymnastic elements e.g. back support and half twist.</p> <p>Remember and repeat sequences</p> <p>Reflect on own performance and use scoring system to judge performance.</p> <p>Develop character and maturity to work in close proximity with others.</p>	<p>Modify actions independently using different pathways, directions and shapes.</p> <p>Identify similarities and differences in sequences.</p> <p>Perform sequences with contrasting actions.</p> <p>Show strength and flexibility to shapes and actions being performed.</p> <p>Remember and repeat sequences.</p> <p>Adapt basic sequences to include some apparatus.</p> <p>Develop body management over a range of floor exercises</p> <p>Comment on others' gymnastics sequences describing what they did well.</p> <p>Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle.</p>	<p>Does not participate in gym/dance due to swimming.</p> <p>Selects a component for improvement and use guidance from others to do so.</p> <p>Explain the significance of a warmup and how it relates to gymnastics activity.</p> <p>Create longer and more complex sequences and adapt their performances.</p> <p>Follow, copy and repeat others' actions.</p> <p>Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions.</p> <p>Attempt to perform more complex skills in isolation such as round-off.</p> <p>Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls.</p> <p>Work responsibly in trust exercises and when counterbalancing. Perform symmetry and asymmetry</p>	<p>Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria</p> <p>Perform increasingly complex sequences</p> <p>Compose and practise actions and relate to music</p> <p>Experience flight on and off of apparatus</p> <p>Show clarity, fluency, accuracy and consistency in their movements</p> <p>Lead group warm up demonstrating the importance of strength and flexibility.</p> <p>Work independently and in small groups to make up sequences to perform to an audience.</p>	

		hopping, and skipping.					individually, in pairs and as a group.	
End Points	<p>Moving and Handling: Children should be expected to demonstrate increasing control and coordination in their movements. They may show an ability to perform activities that require balance, spatial awareness, and physical agility, which are skills often associated with gymnastics.</p> <p>Health and Self-Care: Children are encouraged to understand the importance of physical activity for maintaining health and well-being. They should be developing basic self-care skills related to their own physical health.</p>		<p>By the end of Key Stage 1, students should be able to perform basic gymnastic movements with control and coordination. These may include activities such as rolling, balancing, and small jumps. They should demonstrate an understanding of body shapes and the ability to control their bodies in different positions.</p>		<p>By the end of Lower Key Stage 2, students should demonstrate a progression in their gymnastic movements, including more complex elements of rolling, balancing, and jumping. They should be able to perform these movements with greater control, precision, and confidence.</p>		<p>By the end of Upper Key Stage 2, students should be proficient in performing advanced gymnastic movements with precision, control, and fluidity. These movements may include more complex balances, rolls, handstands, cartwheels, and controlled landings.</p>	
Dance	<p>Focus on introducing dance in a way that is creative, fun, and developmentally appropriate for young children.</p> <p>Emphasis is on fostering a love for movement, rhythm, and self-expression.</p>	<p>Encourage children to explore movement freely and expressively. This can include dancing to music or simply moving in response to different stimuli, like the wind or the sound of rain.</p> <p>Introduce children to basic rhythm and beat awareness. Clapping hands, tapping feet, or using simple percussion instruments.</p> <p>Incorporate imaginative play into dance activities. Encourage children to move like animals, trees, etc.</p> <p>Introduce basic dance positions, such as standing tall, pointing toes, and holding arms in different positions.</p>	<p>Confident to explore space within their dances and movements</p> <p>Recognise that dances can have themes and stories</p> <p>Perform basic body actions along with music</p> <p>Use different parts of the body, combine arm and leg actions</p> <p>Perform with an awareness of body shape required</p> <p>Remember and repeat simple movement patterns</p> <p>Move with control and show spatial awareness</p> <p>With help, compose a basic movement phrase</p> <p>Work with a partner</p> <p>Engage with the class to perform marching sequence and canon</p>	<p>Select movements that show a clear understanding of the theme/story/idea of the dance</p> <p>Show confidence to perform in front of others</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance</p> <p>Use different parts of the body in isolation and combination</p> <p>Perform with control and balance and demonstrating coordination</p> <p>Explore and use basic choreography including levels, speed changes, unison and canon</p> <p>Move with imagination responding the music</p>	<p>Contribute ideas to the structure of the dance</p> <p>Describe using appropriate language the features of dances performed by others</p> <p>Attempt to perform with a sense of dynamics</p> <p>Competently include props and other ideas in their dance</p> <p>Attempt short pieces of improvised dance responding to the structure/theme of the dance</p> <p>Share and create short dance phrases with a partner and in small groups</p> <p>Perform movements with increased control</p> <p>Express moods and feelings throughout the dance piece</p> <p>Can decide with others which floor patterns/pathways to follow</p>	<p>Does not participate in gym/dance due to swimming.</p>	<p>Confidently participate in dances from different cultures/parts of the world</p> <p>Perform different styles of dance clearly and fluently</p> <p>Refine &amp; improve dances adapting them to include use of space rhythm &amp; expression</p> <p>Adapt their skills to meet the demands of a range of dance styles</p> <p>Incorporate levels and flight into movement patterns and dances</p> <p>Create and use compositional ideas confidently such as pathways, step patterns and unison</p> <p>Recognise and comment on dances suggesting ways to improve</p>	<p>Interpret different stimuli with imagination and flair</p> <p>Identify in others and self where good performance qualities are achieved</p> <p>Warm up and cool down independently</p> <p>Work creatively and imaginatively on their own, in pairs and in a group to create simple dances</p> <p>Use recognised dance actions and adapt to create motifs and movement patterns</p> <p>Communicate the artistic intention of a dance clearly, fluently, musically and with control</p> <p>Practise and refine coordination skills through activities</p>

		<p>Develop gross motor skills through activities like marching, jumping, skipping, and galloping.</p> <p>Teach children to listen and respond to music. Encourage them to follow the rhythm and tempo of the music with their movements.</p> <p>Introduce very basic dance steps such as stepping to the side, swaying, and spinning.</p> <p>Encourage group activities where children dance together or in pairs.</p> <p>Allow for moments of free expression where children can dance however they like, encouraging them to express themselves through movement.</p>		<p>Perform with expression Attempt to work as part of a group to perform a dance</p> <p>Able to comment on ideas and emotions and how they can be portrayed through dance</p>			<p>Work collaboratively in groups to compose short dances</p>	<p>such as live aural setting / freeze frame When working in groups/pairs take the lead suggesting ideas and refining actions of others</p> <p>Use facial expression to communicate emotion and a further narrative</p>
<b>End Points</b>	Children in the EYFS should be encouraged to explore and express themselves through movement and dance. They should have opportunities to move freely and creatively, using their bodies to express feelings, ideas, and imaginative play.		By the end of Key Stage 1, students should be able to explore a wide range of movements and use them to express themselves through dance. This includes the ability to demonstrate basic dance steps, such as steps, jumps, and turns.		By the end of Lower Key Stage 2, students should be able to demonstrate a wider range of dance movements, including more complex steps, turns, jumps, and sequences. They should also have a basic understanding of choreography and the ability to create and perform longer and more structured dance routines.		By the end of Upper Key Stage 2, students should demonstrate proficiency in a wide range of dance movements and techniques. They should be able to execute complex steps, turns, jumps, and sequences with precision, control, and artistry.	
<b>Invasion games</b>	Focus on developing fundamental movement skills, spatial awareness, teamwork, and cooperation.	Teach children basic running and moving skills, including starting and stopping when prompted.	Recognise rules and apply them in competitive and cooperative games	Select and apply a small range of simple tactics  Begin to look for space to pass into or	<u>Hockey and Dodgeball</u>  Recognise when you need to defend	<u>Tag Rugby and Netball</u>  Working with team mates to make it difficult for the opposition	<u>Hockey and Dodgeball</u>  Play in formations and execute 'set plays' in game situations	<u>Tag Rugby and Netball</u>  Choose and implement a range of strategies to

	<p>These games should be designed to be fun, engaging, and age-appropriate. Promote physical activity, cooperation, and basic motor skills.</p> <p>Keep the activities simple, provide plenty of encouragement, and ensure a safe and supervised environment for play.</p>	<p>Help children understand personal space.</p> <p>Introduce the concept of passing or sharing an object.</p> <p>Set up simple targets (e.g., hoops, cones, or markers) for children to aim at when passing or throwing.</p> <p>Create obstacle courses that involve running around, passing objects, and maneuvering around obstacles.</p> <p>Simple tag games can introduce the concept of chasing and fleeing.</p> <p>Introduce the concept of defense by having children try to prevent their peers from reaching a target or area.</p> <p>Teach children the importance of playing safely, following basic rules, and listening to instructions.</p>	<p>Make decisions about how to defend a target</p> <p>Begin to engage in competitive activities</p> <p>Roll, slide or throw a beanbag or ball with accuracy</p> <p>Bounce a medium sized ball to self and attempt to bounce to others</p> <p>Attempt to intercept and catch a throw ball</p> <p>Work in collaboration with others to attack and score points</p> <p>Identify the things that they like about exercise both in and outside of school</p>	<p>run to in order to receive</p> <p>Select the more appropriate skill to move forwards to shoot</p> <p>Can send a ball using feet</p> <p>Can receive a ball using feet</p> <p>Link combinations of skills e.g. dribbling and passing with hands in isolation and combination</p> <p>Can send a ball using hands</p> <p>Can receive a ball using hands</p> <p>Can play in a variety of positions in both defence and attack</p> <p>Work with a partner and in small groups to develop skills</p> <p>Show awareness of teammates and opponents in games</p>	<p>Employ tactics to put pressure on opponents</p> <p>Being aware and able to undertake the demands different positions to support both attack defence</p> <p>Send and receive a ball with some consistency to keep possession</p> <p>Sometimes move into space to receive the ball</p> <p>Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football</p> <p>Play using basic rules of recognised game e.g. hockey or football</p> <p>Shoot at a goal using appropriate skills e.g. slap shot</p> <p>Work as part of a team to attack towards a goal</p>	<p>Use tactics to perform defensively both as a team and as an individual</p> <p>Play using recognised marking techniques of specific game e.g. hockey, tag rugby</p> <p>Send and receive the ball with accuracy, controlling to score points/goals</p> <p>Keep possession of the ball as an individual using skills such as dribbling and running with the ball</p> <p>Show speed and endurance in a game situation</p> <p>Move into space to help others and the ball over longer distances</p> <p>Work as part of a team to attack and score in defined area. In netball play within positional restrictions</p> <p>Use and apply the basic rules of the game</p>	<p>Explain the need for different tactics and attempt these in a game situation</p> <p>Know and apply the rules consistently in a game situation</p> <p>Able to combine basic skills such as dribbling and passing</p> <p>Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball</p> <p>Move balls over longer distances accurately, demonstrating power</p> <p>Play in different positions with some success</p> <p>Where appropriate mark goal side</p> <p>Use appropriate language to explain their attacking and defensive play</p> <p>Use specific learned skills to maintain possession during a game</p>	<p>attack &amp; defend such as restricting attackers' space or goal side marking</p> <p>Suggest, plan and lead a warmup or drill and use STEP technique to modify</p> <p>Make quicker decisions in games (on and off the ball)</p> <p>Use and apply boundary rules such as corners, self-pass and side-line in relevant game</p> <p>Build upon set plays such as in tag rugby, some suggest improvements to play</p> <p>Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games</p> <p>Play in a variety of positions (attacking and defensive)</p> <p>Consistently catch/stop and control a ball</p> <p>Able to track and control a rebound from shot (penalty or open play)</p> <p>Work collaboratively in a team to play and keep possession of the ball</p>
<p>End Points</p>	<p>Children in the EYFS should develop fundamental movement skills such as running, jumping, hopping, skipping, and balancing. These skills form the foundation</p>		<p>By the end of Key Stage 1, students should understand and apply basic game rules and concepts related to invasion games. They should comprehend concepts such as scoring,</p>		<p>By the end of Lower Key Stage 2, students should have a deeper understanding of the rules, strategies, and tactics specific to invasion games. They should be able to apply this knowledge during gameplay.</p>		<p>By the end of Upper Key Stage 2, students should have a comprehensive understanding of the rules, strategies, and tactics specific to invasion games. They should be able to apply this knowledge effectively during gameplay.</p>	



	for more specific sports and games, including invasion games.		attacking, defending, and the objectives of the game.					
Net games	<p>Focus should be on introducing basic net game skills in a fun and age-appropriate manner.</p> <p>Foster an early interest in physical activity, coordination, and cooperation.</p> <p>Develop fundamental motor skills and instill a positive attitude toward physical activity.</p>	<p>Engage children in activities that improve hand-eye coordination, such as catching and throwing soft balls or beanbags to each other.</p> <p>Teach children about personal space and how to move without bumping into others, which is crucial for net games.</p> <p>Incorporate activities that require balancing on one foot, hopping, and jumping, as these skills are essential for various sports, including net games.</p> <p>Introduce the concept of passing or sharing an object (e.g., a soft ball or balloon) to a friend or teammate.</p> <p>Set up simple targets (e.g., hoops or cones) for children to aim at when passing or throwing objects.</p> <p>Introduce very basic game rules, such as taking turns or moving toward a designated area, to help children understand the concept of structured play.</p>	<p>Identify space to send a ball into</p> <p>Can describe how they worked with their partner to send and receive</p> <p><b>Hand</b> Able to send an object with increased confidence using hand or bat</p> <p>Move towards a moving ball to return with hand or bat</p> <p>Score points against opposition over a line/net</p> <p>Select and apply skills to win points</p> <p>Chase, stop and control balls and other objects such as beanbags and hoops</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect or return</p> <p><b>Heart</b> Work with a partner to send and return an object and play in a simple rally</p> <p>Play cooperatively in a game situation</p>	<p>Decide on and play with dominant hand</p> <p>Develop tactics to outwit your opponent so they cannot return the ball</p> <p><b>Hand</b> Demonstrate basic sending skills in isolation and small games</p> <p>Show agility to track the path of ball over a line/net and move towards it</p> <p>Hit a ball using both hand and racquet with some consistency</p> <p>Return a ball coming towards them using hand or racquet</p> <p>Play in a modified game send and returning the ball over a line/net</p> <p>Start a game using basic serving skills</p> <p><b>Heart</b> Has developed hitting skills with a variety of bats</p>	<p><u>Tennis</u></p> <p>Keep count/score of a game</p> <p>Can discuss the different type of shots that may be used in a variety of situations</p> <p><b>Hand</b> Serve to begin a game</p> <p>Play a continuous game using throwing and catching or some simple hitting</p> <p>Can play within boundaries</p> <p>Use a small range of basic racquet skills</p> <p>Move towards a ball/shuttle to return over a line/net</p> <p>Play over a net</p> <p><b>Heart</b> Work with a partner to play in a doubles game</p>	<p><u>Tennis</u></p> <p>Choose ways to send the ball to make it difficult for opponent to return</p> <p>Play the role of umpire to keep score</p> <p><b>Hand</b> Explore shots on both sides of the body and attempt with confidence</p> <p>Use a small range of racquet/hand skills Use basic defensive tactics to defend the court i.e. moving to different positions on the court</p> <p><b>Heart</b> Work with a partner / small groups to return a served ball/shuttle</p> <p>Play competitively with others and against others in modified games</p>	<p><u>Tennis</u></p> <p>Cooperate and collaborate with others to play in a sportsman like way</p> <p>Recognise where they should stand on the court when playing on their own and with others</p> <p><b>Hand</b> Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point</p> <p>Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment</p> <p>Can apply with some success, a range of control and techniques to win points</p> <p><b>Heart</b> Play with others with some flow to the game, keeping track of their own scores</p> <p>Suggest and lead warmups that prepare the body appropriately for net/wall activities</p>	<p><u>Tennis</u></p> <p>Make appropriate choices in games about the best shot to use</p> <p>Apply tactics in games effectively</p> <p><b>Hand</b> Use forehand, backhand and overhead shots in isolation</p> <p>Use forehand, backhand and overhead shots with more confidence in games</p> <p>Start games with the appropriate serve Begin to use full scoring systems</p> <p><b>Heart</b> Develop doubles play further implement basic positioning tactics (team play for volleyball)</p> <p>Use speaking and listening skills to umpire and play with peers without dispute</p>

		Teach children the importance of playing safely, following basic rules, and listening to instructions during play.							
<b>End Points</b>	Children in the EYFS should develop fundamental movement skills such as running, jumping, and catching. These skills lay the foundation for more specific sports and activities, including net games.		By the end of Key Stage 1, students should have a basic understanding of the rules, objectives, and concepts specific to net games. They should be able to apply this knowledge when participating in simplified versions of these games.		By the end of Lower Key Stage 2, students should have a comprehensive understanding of the rules, objectives, and strategies specific to net games. They should be able to apply this knowledge effectively during gameplay.		By the end of Upper Key Stage 2, students should have a comprehensive understanding of the rules, objectives, and strategies specific to a variety of net games. They should be able to apply this knowledge effectively during gameplay		
<b>Striking and fielding games</b>	Focus should be on introducing very basic striking and fielding skills in a fun and age-appropriate manner.	Provide soft objects (e.g., foam balls or balloons) and encourage children to try to hit targets using their hands.	Able to identify when a point has been scored and keep count of score	Make choices about where to hit the ball	<u>Rounders</u>	<u>Cricket</u>	<u>Rounders</u>	<u>Cricket</u>	
	Develop fundamental motor skills, hand-eye coordination, and physical confidence.	Introduce oversized and soft bats or paddles and soft balls or balloons.  Teach basic swinging actions with hands or a soft bat. Encourage children to swing in different directions (e.g., high, low, left, right) to improve hand-eye coordination.  Practice gentle tossing and catching activities.  Set up simple targets (e.g., hoops, cones, or markers) for children to aim at when striking an object.  Introduce basic catching skills. Use soft objects like	Can choose where to send the ball to maximise chance to score  Can make choices where to stand in the field to restrict runs scored  Catch a medium sized ball thrown over a short distance Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency Track balls and other equipment sent to them, moving in line with the ball to collect it  Run between bases to score points  Retrieve and return a ball to a base  Use a range of sending skills to put ball into space	Make tactical decisions about where to position themselves in the field  Has developed hitting skills with a variety of bats  Practised bowling/feeding a ball to other players Run in a game to score points  Attempted to play the role of wicket keeper or backstop  Makes attempts to catch balls coming towards player in games  Can work in small groups to field and bat  Display sportsmanship when competing against others	Adhere to some basic rules of recognised games such as rounders or cricket  Explain how fielders work together to restrict batters runs  Apply simple tactics to choose where to hit the ball  Strike a ball with some consistency  Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling  Play in simplified games  Bowl accurately  Show ready position to catch a ball Strike a stationary ball (off tee) with some consistency  Strike a bowled ball with some consistency Identify how to improve own and others work and be tactful	With increasing consistency, choose where to direct a hit from a bowled ball  Use and apply the basic rules of the game  Apply speed and decision making to run safely between scoring markers e.g. stumps, posts  Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop  Track and intercept the ball along the ground sometimes collecting with 1 hand  Bowling a recognised action with some consistency  In their local community can they identify locations in which they could play striking and fielding games	Recognise where increased flexibility and power is an advantage in striking and fielding the ball  In a game situation play using a range of simple tactics such as getting players out to restrict the attack  Use and apply the basic rules of the game fairly and consistently  Choose where to hit the ball to maximise likely hood of scoring runs  Use a variety of shots in isolation and in a game situation  Throw with accuracy and consistency over short distances  Tracking flight of the ball to increase catching success  Begin to employ specific bowling	Apply with consistency standard rules of (modified) games  Use a range of tactics for attacking and defending in the role of bowler, batter and fielder  In rounders use correctly the rules for running around bases  Strike a bowled ball and attempt a small range of shots  Attempt to track and catch high balls in isolation and game play  Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting  Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas	

	beanbags or foam balls to make catching easier.	Able to self-feed ball to hit off hand and strike ball off cone		Field as a team to return the ball to the bowler/base effectively		techniques such as overarm in cricket	Work collaboratively in teams to compete against themselves and others	
	Teach children basic fielding positions, like standing with arms extended in front to receive a ball.	Work collaboratively to score runs showing encouragement and support				Work collaboratively with others to both score runs and, in the field, to restrict runs		
	Play games that improve hand-eye coordination, such as tossing a soft ball into a basket or bucket.	Show awareness of teammates fielding positions to restrict runs in a simple game scenario						
<b>End Points</b>	Children in the EYFS should develop fundamental movement skills such as running, jumping, and throwing. These skills lay the foundation for more specific sports and activities, including striking and fielding games.		By the end of Key Stage 1, students should have a basic understanding of the rules, objectives, and concepts specific to striking and fielding games. They should be able to apply this knowledge when participating in simplified versions of these games.		By the end of Lower Key Stage 2, students should have a comprehensive understanding of the rules, objectives, and strategies specific to striking and fielding games. They should be able to apply this knowledge effectively during gameplay.		By the end of Upper Key Stage 2, students should have a comprehensive understanding of the rules, objectives, and strategies specific to a variety of striking and fielding games. They should be able to apply this knowledge effectively during gameplay.	
<b>Athletics games</b>	Focus on introducing very basic athletics skills in a playful and age-appropriate manner.  The primary goal is to develop fundamental motor skills, movement patterns, coordination, and a love for physical activity	Encourage children to run in open spaces, exploring different speeds and directions.  Organize simple sprinting games over short distances (e.g., from one point to another), allowing children to practice running and stopping.  Introduce basic jumping activities, such as jumping off low platforms onto soft mats or jumping forward and landing with two feet.  Practice hopping on one foot, then the other, and encourage children	Select correct skill for the situation  Can start and stop at speed, run in straight lines using a variety of speeds  Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.  Handle and throw a variety of different objects and attempt to throw for distance  Copy and repeat basic movements for extended periods of time developing stamina  Demonstrate some core strength to hold a variety of shapes and positions	Make choices about appropriate throws for different types of activity  Can identify areas of activities that need improvement e.g. power in throws to throw further  Develop power, agility, coordination and balance over a variety of activities  Can throw and handle a variety of objects including quoits, beanbags, balls, hoops  Can negotiate obstacles showing increased control of body and limbs  Use agility in running games	Take part in basic scoring of different events  Compete with others and record points  Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance  Run at different speeds according to event and instruction  Throw a variety of objects using different recognised throws  Throw more accurately and over greater distances  Run as part of a relay team	Decide on ways to improve, run, jumps and throws and implement changes  Show differences between sprinting and running speeds over a variety of distances  Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone  Perform a range of jumps with consistency, sometimes approaching jump with a run up  Compete in running, jumping and throwing activities and	Identify how they can change an activity by using the STEP principle  Distinguish between good and poor performances and suggest ways to improve self and others  Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes  Perform a range of jumps in different activities  Demonstrate a range of throwing actions using different equipment with some consistency and control	Accurately and confidently judge across a range of athletics activities  Record accurately scores given in variety events  Demonstrate accuracy and good technique when throwing for distance  Show good technique and control for jumping activities  Choose appropriate run up distance as an individual for athletic jumps  Use appropriate pace for different running distances

		<p>to hop in different directions.</p> <p>Introduce basic skipping movements with an emphasis on coordination.</p> <p>Place lines of tape or ropes on the ground for children to jump over, practicing take-off and landing.</p> <p>Set up balance beams or use lines on the ground for children to walk on, jump along, or balance while taking small steps.</p>	<p>Move a variety of objects quickly showing a range of techniques</p> <p>Developed agility and coordination skills to competently take part in a range of activities</p> <p>Work with a partner to help improve their performance</p> <p>Participate as part of a team to compete in running relays</p>	<p>Apply skills in a variety of activities</p> <p>Practise to improve skills</p> <p>Discuss thoughts and feelings around physical challenges and what it means to be a team player</p> <p>Work cooperatively to complete running, jumping and throwing tasks</p> <p>Consider others when playing games to respect their space and boundaries</p>	<p>Identify how to improve own and others work and be tactful</p>	<p>compare their own performance with previous</p> <p>Work with others to score and record distance and times accurately</p> <p>Develop control in baton exchange and analyse as a team how to improve handover</p>	<p>Able to run as part of a team in relay style events and demonstrate max effort pace</p> <p>Compare own performance with previous ones and demonstrate improvement to achieve personal best</p>	<p>Demonstrate improvement when working with self and others</p> <p>Use appropriate language to deliver a taught activity to their peers</p>
End Points	<p>Children in the EYFS should develop fundamental movement skills such as running, jumping, hopping, and skipping. These skills serve as the foundation for more specific athletic activities.</p>	<p>Students should exhibit improved sprinting technique, pacing awareness, and the ability to run with control.</p> <p>They should demonstrate basic jumping skills, safe landings, and an understanding of different types of jumps.</p> <p>Additionally, students should develop fundamental throwing skills, including accuracy and control, and be introduced to measuring throws for distance.</p>	<p>Students should master refined sprinting techniques, pacing strategies for various running events, and advanced jumping skills, including high jump and long jump, along with precise landing techniques.</p> <p>They should also demonstrate proficiency in advanced throwing techniques such as shot put and discus, with an understanding of measuring throws accurately. Additionally, students are introduced to hurdling and obstacle races, advanced relay skills, expanded athletics terminology.</p>	<p>Students are expected to excel in sprinting techniques, pacing strategies, and participate competitively in various running events.</p> <p>They should also demonstrate expertise in high jump, long jump, triple jump, pole vault, and other jumping disciplines, achieving personal bests in height and distance.</p> <p>Proficiency in shot put, discus, javelin, and hammer throw, with a focus on accuracy and distance records, is another key goal.</p> <p>Advanced hurdling and obstacle race skills, expert relay capabilities, an expanded athletics vocabulary.</p>				
OAA	<p>Focus of OAA should revolve around fostering a sense of exploration, teamwork, and outdoor appreciation.</p> <p>The activities should be age-appropriate, safe, and geared towards developing fundamental</p>	<p>Encourage children to explore natural environments like parks, gardens, or nearby woodlands. Foster an appreciation for the outdoors by pointing out interesting plants, animals, and natural features.</p> <p>Introduce simple orienteering concepts by placing</p>	<p>Listen when other members of their group are talking</p> <p>Work in a pair or group of three</p> <p>Begin to complete activities in a set period of time.</p> <p>Start to choose equipment appropriate for the task</p>	<p>To take it in turns when talking and listening in a pair or group of 3</p> <p>Begin to use a map to complete an orienteering course.</p> <p>Reflect on their performance and their partners.</p> <p>Offer simple advice on how to improve</p>	<p>Describe their work and the strategies they use to solve problems</p> <p>Independently identify factors needed to complete a task</p> <p>Use acquired skills to create maps and directions</p> <p>Identify and use symbols on a map to navigate</p>	<p>Plan and refine strategies to solve problems</p> <p>Identify what they have done well and suggest ways to improve</p> <p>Work out answers from clues, working independently from teacher</p> <p>Use maps, symbols and compass</p>	<p>Recall and remember symbols, items and objects during task as an individual and team</p> <p>Play a role in problem solving</p> <p>Communicate using code</p> <p>Work at a high intensity for sustained period whilst completing a task</p>	<p>Use knowledge of games in PE to suggest adaptations and variations to games/activities</p> <p>Follow instructions accurately</p> <p>Use written description to identify objects</p> <p>Refine and adapt ideas in group task</p>

	<p>physical and cognitive skills.</p>	<p>colorful markers or pictures along a predetermined path. Help children follow the markers and discover hidden "treasures" (e.g., a small toy or a nature item) at each marker.</p> <p>Engage the senses by encouraging children to touch, smell, and observe different natural materials and textures.</p> <p>Explore sensory-rich activities like walking barefoot on grass or through a sensory garden.</p> <p>Organize scavenger hunts where children search for specific items in nature, such as leaves, twigs, or stones.</p> <p>Encourage them to collect their finds in a nature bag.</p>		<p>their own performance.</p>	<p>Play competitively and fairly implementing the rules</p> <p>Perform with strength, stamina and endurance in more physical tasks</p> <p>Lead others and be led</p> <p>Can work with others to solve problems</p>	<p>confidently to navigate</p> <p>Remember and recall map symbols and other relevant key information</p> <p>Work well as part of a team or group within well-defined role</p> <p>Listen and be directed by others</p>	<p>Evidence results and keep score</p> <p>Compete against others and perform under pressure</p> <p>Explore and refine ways of communicating to best complete a set task</p>	<p>Use information given by others to complete a task and work collaboratively</p> <p>Work collaboratively to perform a more complex task</p> <p>Takes responsibility for a role in a task</p>
<p>End Points</p>	<p>Encourage children to explore natural outdoor environments, fostering sensory awareness through activities like touching leaves, smelling flowers, and feeling different textures. The goal is to develop a strong connection to the natural world.</p> <p>Promote physical development through active outdoor play, such as climbing, crawling, and balancing on age-appropriate obstacles. These activities enhance gross and fine motor skills and overall physical fitness.</p>	<p>Introduce basic map reading and orienteering skills. Students should be able to read simple maps, follow basic symbols and markers, and navigate simple routes in familiar outdoor settings.</p> <p>Develop teamwork and cooperation through group OAA activities. Students should learn to work together to solve simple outdoor challenges and achieve common goals.</p>	<p>Progress in orienteering skills, including map reading, route planning, and the use of compasses. Students should be able to navigate more complex terrain and follow detailed maps.</p> <p>Enhance teamwork and collaboration through challenging OAA activities. Students should work together effectively, taking on various roles within a team to accomplish outdoor challenges.</p>	<p>Master advanced orienteering and navigation skills, including map and compass use, GPS navigation, and the ability to navigate confidently in complex and unfamiliar terrains.</p> <p>Develop strong leadership skills, enabling students to take initiative, make informed decisions, and effectively lead groups during OAA challenges.</p> <p>Exhibit advanced teamwork and communication skills. Students should work collaboratively, plan strategies, and communicate effectively to overcome outdoor challenges.</p>				

OAA	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	. To follow simple instructions to complete a trail.	To find matching symbols	To copy and create a hoop dance.	To work with a partner to complete a hoop challenge.	To recognise a drawn symbol as a real object (eg. Square = ball)	To use decision making skills to hide equipment.
Year 2	To work as a team to complete a task.	To use problem solving skills to complete a simple treasure hunt.	To copy and then create a simple movement pattern.	To give clues to guide a blindfolded person safely.	To improve performance through repetition.	To use a key on a map to re-create a map with accuracy.
Year 3	.To use clear communication, strength and flexibility to complete a task.	To work with others to complete a map-reading task.	To draw and create a clear rout on a map for others to follow.	To work with others and identify what went well and improvements.	To identify and explain what is required to complete a variety of challenges.	To safely take part in trust-based activities.
Year 4	To work collaboratively to complete a problem solving task.	To work collaboratively to create shapes whilst blindfolded.	To name and recognise to cardinal points of a compass	To complete an orienteering task calmly under time pressure.	To work with a partner to use a map to follow a course.	To recognise and recall common map symbols from a key.
Year 5	To explore different ways of communication with a blindfolded partner	To follow a designated route at a maximum speed and complete a task safely..	To use memory methods to recall different objects whilst navigating.	To use clear communication to recreate a shape from memory.	To use imagination and creative thinking to create the tallest marshmallow tower.	To send and interpret messages in Morse code.
Year 6	To work with a partner to successfully orient and follow a map.	To identify objects for a scavenger hunt quickly form a written description.	To safely perform a pyramid balance in a small group.	To work efficiently as part of a team to complete a range of tasks.	To create a fun and challenging game for others to complete.	To listen to others to refine and adapt ideas to complete a complex task.

Gymnastics-Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	L.O: To link multiple balances.	L.O: To link balances on apparatus.	L.O: To master balances with gymnastic technique.	L.O: To jump and land with control.	L.O: To explore travelling using a variety of body parts.	L.O: To create a short sequence. (Involving skills learnt in the unit)
Year 2	L.O: To create a sequence involving balances, rolling and jumping.	L.O: To explore transitions between apparatus.	L.O: To explore transitions between movements.	L.O: To choose, adapt and perform shapes at different levels.	L.O: To perform various travel movements at different speeds.	L.O: To create a short sequence. (Involving skills learnt in the unit)
Year 3	L.O: To create a sequence of 2 contrasting elements.	L.O: To perform a forwards roll.	L.O: To perform an over the shoulder roll.	L.O: To perform in unison with a partner	L.O: To perform with a partner using contrasting skills.	L.O: To create a short sequence. (Involving skills learnt in the unit)
Year 4	L.O: To change speed and direction within a sequence.	L.O: To create and perform a 6 element sequence in unison with a partner.	L.O: To demonstrate control and tension when taking weight on hands.	L.O: To create and perform a 6 element sequence in small groups. (3 or 4).	L.O: To edit and improve a 6 element sequence in small groups.	L.O: To self and peer assess.
Year 5	L.O: To create a 6 element involving symmetrical and asymmetrical shapes.	L.O: To explore symmetry in both balance and travel.	L.O: To explore asymmetrical balances and travel.	L.O: To begin to explore partner counter balances.	L.O: To develop partner counter balances and to begin to link together.	L.O: To create a short sequence. (Involving skills learnt in the unit)
Year 6	L.O: To take weight on hands when landing on apparatus from flight.	L.O: To dismount from varying heights safely.	L.O: To perform a <u>flighted</u> sequence in cannon.	L.O: To create a paired flight sequence including both unison and cannon.	L.O: To create a pulse-raising warm-up which develops flexibility.	L.O: To create a short sequence. (Involving skills learnt in the unit)



Dance Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	To show moods and feelings we would experience in the jungle	To move as if we were living in the jungle	To create and perform movements which show friendship	To perform leading and following movements	To perform a short dance with a clear start, middle and end	To use repeated actions in our dance.
Year 2	To use penguin images to inspire our dance	To show feelings of abandonment through dance	To create movements that show friendship between 2 characters	To create a solo dance with changes of speed and direction	To match movements to music and sounds	To choose a formation for our dance and explain our choice.
Year 3	To perform a jazz square and use it in a dance.	To perform a dance showing 2 contrasting characters	To develop movements using improvisation	To use props in a dance sequence	To use facial expression to bring emotion into dance	To take the role of director to help others improve their dance.
Year 4	To use freeze frames in our dances	To perform a slide and roll confidently	To use a variety of formations when performing	To perform in cannon routines and cannon lines.	To sequence our dance actions to show good flow.	To create a 5 action dance routine showing good stage entry.
Year 5	To know what non-locomotor movement is	To perform both non-locomotor and locomotor movements together.	To create new and exciting group patterns	To learn a simple line dance routine	To create our own 3-step line dance with a partner.	To work collaboratively within a group to improve performance.
Year 6	To learn the technique of the stag leap and rebound jump.	To explore relationships through dance and perform partner lifts.	To compose a dance phrase based on the Haka	To choose and use suitable dynamics for the Haka	To link freeze frames to street dance style to create a short movement phrase..	To perform a Top Rock and a Slide step confidently.



Dance Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	To hop and balance with control.	To be able to use dance movements and gestures to convey simple ideas or concepts.	To be able to move their bodies in time to different rhythms and beats	To be able to coordinate the movements of multiple body parts in dance sequences..	To work collaboratively with classmates to perform a short dance routine.	To enhance their dance storytelling eg. With props.
Year 2	To develop a dance that shows different emotions	To dance with rhythm following a clockwork pattern.	To work on our own to create a short movement phrase.	To watch, copy and repeat actions to create a motif.	To perform our motif in different formations.	To use different movement pathways in our dance.
Year 3	To perform a dance phrase inspired by the ocean's depths..	To use improvisation to create a longer movement phrase.	To use dynamics in a short group dance to show travelling on the ocean.	To perform as a class to show damage that can be caused to the ocean.	To work as a group to develop a dance representing the ocean.	To prepare our group dance for final performance.
Year 4	To communicate the theme of a snake through dance actions	To use dynamics and formations in our dance to help us tell a story.	To use space, travel and floor patterns to enhance the dance	To develop our choreography skills.	To work in a small group to create contact movements.	To use peer evaluation to improve each other's work.
Year 5	To communicate the theme of heroes through our dance.	To manipulate and develop actions using a range of devices.	To create interesting and varied dance actions as a group using levels.	To use jumps to bring power and energy to our dance phrase.	To show the theme of an attack, performing at a low level.	To work effectively with others to improve movement quality and performance.
Year 6	To portray the theme of gangs through our movements and gestures.	To use devices such as contrast and variation in a group dance.	To use formations to demonstrate tension in relationships between performers.	To use claps, stamps and slaps to perform a live aural setting.	To dance as opposing gangs attacking each other.	To show performance qualities in our gang and evaluate our work.

Gymnastics-Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	L.O: To develop creative ways to move on and off the apparatus.	L.O: To experiment with rocking on different parts on the body.	L.O: To develop ways in which to use spins and turns on and off the apparatus.	L.O: To jump and land with control.	L.O: To link spin, rock and jump movements in unison with a partner.	L.O: To create a short sequence. (Involving skills learnt in the unit)
Year 2	L.O: To create joining sequences alone and in pairs.	L.O: To master performing arch and dish shapes	L.O: To master performing a forwards roll.	L.O: To master performing frog jump and L-sit.	L.O: To master performing pike and broad jump and use within a sequence.	L.O: To create a short sequence. (Involving skills learnt in the unit)
Year 3	L.O: To master rolling from a dish to an arch.	L.O: To create sequences involving bouncing and broad jumping.	L.O: To perform a leg raise dish and half leaver with a partner.	L.O: To master performing <u>japana</u> and use within a sequence.	L.O: L.O: To master performing box splits and use within a sequence.	L.O: To create a short sequence. (Involving skills learnt in the unit)
Year 4	L.O: To master performing weighted bunny hop and use within a sequence.	L.O: To master performing arabesque balance and use within a sequence.	L.O: To master performing backwards roll and use within a sequence.	L.O: To practise and refine transitions between a range of movements.	L.O: To master performing a shoulder balance and use within a sequence.	L.O: To create a short sequence. (Involving skills learnt in the unit)
Year 5	L.O: To create a 6 element sequence with a partner.	L.O: To master performing a headstand.	L.O: To master performing a handstand.	L.O: To master performing a cartwheel.	L.O: To master performing a <u>roundoff</u> .	L.O: To create a short sequence. (Involving skills learnt in the unit)
Year 6	L.O: To create a 10 element sequence on floor and apparatus.	L.O: To create a 10 element sequence on floor and apparatus in unison with a partner.	L.O: To master performing crab position.	L.O: To create a pathways and patterns as a group.	L.O: To perform appropriate entrance and exit to a sequence involving music.	L.O: To create a short sequence to music. (Involving skills learnt in the unit)

Invasion Games	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	To practice throwing at targets accurately	To experiment catching a variety of beanbags and different sized balls	To recognise how you can intercept a ball or beanbag	To score points by throwing a beanbag or ball into an opponent's area	To develop simple defending to stop beanbag/ball going into own area	To participate in competitive games against an opponent using attacking and defending skills.
Year 2	To send the ball with feet by kicking	To receive and stop the ball with feet	To work within a team to keep possession in a defined area	To move the ball using basketball-style dribbling	To develop skills to attack collaboratively	To participate in competitive games against an opponent using attacking and defending skills.
Year 3 (Hockey)	To pass and receive the ball with accuracy	To control the ball when moving around players	To keep possession of the ball in small groups (using the reverse stick)	To increase distance on passes (slap pass)	To develop turning with the ball	To develop tactics playing within a team
Year 4 (Tag Rugby)	To pass and receive the ball with accuracy	To keep possession of the ball in small groups	Receive ball and run into space	To receive the ball in a game and use changes of speed to create space	To be able to identify when to run or pass	To develop tactics playing within a team
Year 5 (Hockey)	To apply basic defensive positions in a game (block tackle)	To develop my dribbling and shooting with accuracy	To develop marking an opponent and intercepting the ball	To improve my understanding of defensive tactics (sweep – open stick)	To keep possession as a team with pressure from defenders	To develop tactics playing within a team
Year 6 (Tag Rugby)	To improve attacking tactics by supporting the player with the ball	To perform a set play off a free pass	To develop my own set play of a free pass (communication, speed, distance)	To develop my attacking skills further (spaces not faces)	To communicate effectively when transitioning from attack to defence	To work as a team to implement defending and attacking strategies

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1 Send and Receive	To explore which objects are easier to slide and defend	To practice sending a ball in a variety of ways to a partner	To begin to develop moving position to get in line with a ball	To return balls to partners	To begin to play in a rally with a partner.	To begin to score points against an opponent.
Year 2 Send and Receive	To begin to play in a game with the ball in flight	To develop sending a ball to a partner in flight.	To develop returning a ball to a partner in flight.	To begin to play in a rally with the ball in flight	To developing the underarm serve with a racquet	To begin combine skills to perform a rally
Year 3 (Dodgeball)	To perform overarm throws efficiently and accurately	To attempt to catch efficiently	To continue developing catching skills	To recognise when to attempt to catch	To develop agility to improve dodging	To apply skills within a competitive game
Year 4 (Netball)	To perform chest passes consistently and accurately	To develop my shooting technique	To work as part of a team to get the ball to the shooter within the area (introduce positions)	To play in a game using one-to-one marking (developing understanding of positions)	To develop my understanding of the footwork rule	To play within competitive games using skills learnt
Year 5 (Dodgeball)	To explore different ways of defending within a game	To develop defending tactics within a game	To explore attacking tactics within a game	To develop attacking tactics within a game	To begin to umpire games fairly	To develop my idea of a role of an umpire
Year 6 (Netball)	To develop defending skills (1m rule)	To begin to create space within attacking tactics	To develop attacking tactics and recognising the different positions	To become familiar with rebounds and recognise the importance of them	To develop my ability to defend (knocking the ball away or catching it to intercept)	To play within competitive games using skills learnt

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1 Attack and Defend	To begin to bounce the ball with control to myself	To begin to bounce a ball to a partner	To play with a partner to use throwing, catching and bouncing skills to score points	To identify where to stand to best defend goals	To identify where to stand when attacking	To play in competitive games.
Year 2 Attack and Defend	To work collaboratively to keep possession by passing accurately.	To move into space in a game situation	To work with a partner to progress towards a target	To perform defensively as an individual in a game (goalkeeper)	To explore the concept of intercepting in invasion games	To play in competitive games.
Year 3 (Tennis)	To begin to send a ball over a target to a partner	To develop the underarm serve to start a rally	To recognise different types of hitting in a court (long, short, high)	To begin to move towards a ball to return it	To perform in a rally with a partner	To play in competitive games
Year 4 (Tennis)	To develop the correct position to move and receive/return balls.	To explore techniques in a forehand shot.	To explore techniques in backhand shots.	To develop movement to be in the correct position within a rally	To play cooperatively within a doubles game	To play in competitive games
Year 5 (Tennis)	To investigate the different shots within tennis	To develop the correct technique for a volley shot.	To explore the overhead shot	To develop attacking tactics within a doubles games.	To practice moving towards the ball aiming to prevent the second bounce	To play in competitive games
Year 6 (Tennis)	To develop skills to play within a doubles games	To develop skills used in a range of shots	To begin to score tennis games using the correct system	To begin to play in games with all rules.	To begin to umpire tennis games	To play and umpire competitive games

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1 Hit, Catch and Throw	To develop underarm/overarm throw	To begin to return the ball back to a base/zone using rolls or throws	To catch over short distances to stop players scoring points - Working with other fielders	To attempt to hit an object with the hand	To develop attacking tactics (running between bases to score points)	To explore how to make it difficult for the batter/hitter
Year 2 Hit, Catch and Throw	To explore the different roles in a striking and fielding game	To improve my understanding of how to earn "runs"	To use underarm throws accurately when bowling	To experiment with different bats within games	To develop basic defending skills within a team - fielding	To play in competitive games
Year 3 (Rounders)	To begin to understand how to play rounders	To bowl with consistency within a game	To develop hitting skills within a game	To begin to collect and return moving balls	To begin to throw over longer distances using the overarm throw	To play in competitive games
Year 4 (Cricket)	To begin to explore how to hit the ball with a cricket bat	To begin to communicate and decide when to run within a game	To develop intercepting moving balls to stop opponents gaining runs	To explore how to bowl overarm	To develop bowling overarm	To play in competitive games
Year 5 (Rounders)	To apply the rules of rounders consistently when playing and umpiring	To develop fielding tactics – short, quick underarm throw to first base	To develop agility for catching - backstop	To apply backwards rule within games	To develop attacking tactics when batting	To play in competitive games
Year 6 (Cricket)	To apply the rules of cricket consistently when playing and umpiring	To track and catch a high ball	To begin to explore different lengths of bowling to effect the batter's shot	To explore different batting shots in response to the bowler	To develop fielding tactics – working together to field a long ball	To play in competitive games

Athletics (run, jump, throw)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	To start and stop moving at speed.	To use arms when running at different speeds.	To take off on two feet to jump for distance.	To use the correct technique to throw different objects for distance.	To show improvement in throwing.	To take part in competition using running, jumping and throwing skills. (SPORTS DAY)
Year 2	To move quickly whilst being aware of others around.	To create power with our legs to turn at speed.	To move through an obstacle course with speed and control.	To choose the best throw for different situations.	To use quick feet whilst sprinting	To perform static and dynamic balances. (SPORTS DAY)
Year 3	To learn jumping and hopping sequences..	To run at different speeds.	To approach and jump hurdles.	To throw a javelin using pull-throw technique.	To learn a variety of skipping techniques.	To keep score accurately over a range of events. (SPORTS DAY)
Year 4	To challenge ourselves in running, jumping and throwing.	To accelerate over short distances.	To run and jump using one-footed take off.	To use a sling action to throw a discus.	To run on a curve and exchange a baton in a team.	To apply the skills we have developed in a competitive way. (SPORTS DAY)
Year 5	To run for speed and distance individually and part of a team.	Pacing a run over longer distances.	Different jumping styles and exploring which ones we can jump further with.	To use the push-throw technique.	To exchange a baton within a restricted area.	To design a running, jumping or throwing activity for others using STEP principle. (SPORTS DAY)
Year 6	Sprint start technique to increase our running speed.	The three phrases of triple jump.	To heave throw technique and what it is used for.	To assess our own ability to play our role in parlauf (paired run).	To use our arms when running at different speeds	To record and relay results over a range of track and field events. (SPORTS DAY)