



Subject area: PE PE Intent: The intent of our PE curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and achievement in the area of PE enabling them to know more about physical activity and keeping healthy, remember more about the physical activity they participate in and learn about and understand how to use and apply this knowledge to impact upon their own physical activity, participation and healthy lifestyle.					
	Rationale (Intent)	Content and implementation	Recurring themes and language	Skills	Impact
EYFS	Autumn 1 – Outdoor and Adventurous Activities - Improve communication and teamwork skills through team games and tasks. Demonstrate thinking skills and game management.	Autumn 1 - Outdoor and Adventurous Activities – Using a team game format, explore understanding of what it means to be a team, how to communicate effectively with team members and develop skills within a group	Autumn 1 – Outdoor and Adventurous Activities – Combine a number of rules and strategies to support success in a team environment. Talk, group, awareness.	Autumn 1 – Outdoor and Adventurous Activities – run, sort, group, positioning, communication.	Autumn 1 – Outdoor and Adventurous Activities – Better effectiveness at team efforts. Increased awareness of others around them, impact of actions on themselves and collective. Increased confidence in new situations and sports.
	Autumn 2 - Improve body movement with confidence and imagination. Show awareness of space, themselves and others.	Autumn 2 - Using a multi-skills approach, explore, experiment and refine movements. Develop movement vocabulary.	Autumn 2 - Combine and repeat a range of movements. Travel a variety of pathways. Adjust speed and direction to avoid obstacles.	Autumn 2 - balance, walk, run, hop, skip, bounce, turn. Slow/fast. Move in a variety of directions in isolation and in combination.	Autumn 2 - Greater confidence in moving with control and coordination. Increased awareness of space, of themselves and others. Handle objects with increased control.
	Spring 1 – Dance - Develop confidence in dancing using a range of movement patterns.	Spring 1 – Dance - Using a dance based approach develop balance, agility and co-ordination. Perform a sequence of movements in routine.	Spring 1 – Dance – Movement, position, strength, balance, poise, agility, travel, follow.	Spring 1 – Dance – link movements together through patterns and sequences to music.	Spring 1 – Dance – stamina and strength beginning to develop. Ability to copy and repeat simple moves.
	Spring 2 – Gymnastics - Children develop movement with confidence and imagination with safety. They can move with control and coordination. They can show awareness of space, themselves and others Zumba - Develop confidence in dancing using a range of movement patterns	Spring 2 – Gymnastics - Balance and travel using large body parts at different speeds and in different directions Zumba - Using a dance based approach develop balance, agility and co-ordination	Spring 2 – Gymnastics - Stand, kneel, sit Travel, fast, slow Along, over, across Zumba – Copy, repeat, heart, body, movement, space	Spring 2 – Gymnastics - Moving spontaneously within the available space Respond appropriately to simple movement tasks Zumba - Link basic movement patterns to music, basic understanding how our bodies feel when exercising.	Spring 2 – Gymnastics - Greater confidence in using simple equipment. Increased ability to copy and repeat simple actions Zumba – Begin to build endurance, resilience and strength movements

	Summer 1 – Athletics Develop actions, travelling movements and spatial concepts required to be successful in summer track and field activities.	Summer 1 – Athletics - Using a variety of athletics disciplines to support development and understanding in sports day events.	Summer 1 – Athletics – throwing, standing, aiming, distance, balance.	Summer 1 – Athletics – Improving co-ordination skills and spatial awareness. Development of fine-motor skills and gross-motor skills both in isolation and combination.	Summer 1 – Athletics – Children can talk about best method for throwing and jumping. There will be a significant improvement of technique and success from beginning to end.
	Summer 2 – Striking Games - Develop actions, travelling movements and spatial concepts required to be successful in summer games activities.	Summer 2 – Striking Games - Using a variety of summer games ideas children develop control and coordination using large and small equipment with imagination and confidence.	Summer 2 – Striking Games - Roll, throw, bounce, catch – a projectile with hands. Strike, Aim.	Summer 2 – Striking Games - Moving spontaneously in space. Understanding space.	Summer 2 – Striking Games - Children can identify different ways of sending and receiving a projectile Understand fast, slow and still.
Year 1 Competitive: Gymnastics	Autumn 1 – Outdoor and Adventurous Activities - Improve communication and teamwork skills through team games and tasks. Demonstrate thinking skills and game efficiency. Zumba / Dance– Develop confidence in dancing using a range of movement patterns.	Autumn 1 - Outdoor and Adventurous Activities – Using a team game format, explore understanding of what it means to be a team, how to communicate effectively with team members and develop skills within a group. Zumba - Using a dance based approach develop balance, agility and co-ordination.	Autumn 1 – Outdoor and Adventurous Activities – Combine a number of rules and strategies to support success in a team environment. Talk, group, awareness, attention. Zumba – Copy, repeat, heart, body, movement, space.	Autumn 1 – Outdoor and Adventurous Activities – run, sort, group, positioning, communication, effort, attention, noticing. Zumba - Link basic movement patterns to music, basic understanding how our bodies feel when exercising.	Autumn 1 – Outdoor and Adventurous Activities – Better effectiveness at team activities. Increased awareness of others around them, impact of actions on themselves and collective. Increased confidence in new situations and sports. Children will become more aware of the importance of movement and planning in tasks. Zumba – Begin to build endurance, resilience and strength movements.
	Autumn 2 – Multi-skills - Develop confidence in games in a variety of situations. Explore and implement skills, actions and ideas individually and in combination to suit the game they are playing.	Autumn 2 - Multi-skills - Using a multi-skills approach, use a variety of skills effectively in differing games and activities.	Autumn 2 – Multi-skills - agility, balance, coordination. Space. Refining and repeating.	Autumn 2 – Multi-skills - Looking for space, awareness of opponents. Collecting, sending and receiving. Understanding that being active is good for them.	Autumn 2 – Multi-skills - Increased ability to use skills effectively in a variety of games. Greater confidence in a variety of games and situations.
	Spring 1 – Dance - Develop confidence in dancing using a range of movement patterns.	Spring 1 – Dance - Using a dance-based approach develop balance, agility and co-ordination. Perform a sequence of movements in routine.	Spring 1 – Dance – Movement, position, strength, balance, poise, agility, travel, follow, sequence, hold.	Spring 1 – Dance – link movements together through patterns and sequences to music.	Spring 1 – Dance – stamina and strength beginning to develop. Ability to copy and repeat simple moves with increasing number.

	Spring 2 – Gymnastics - Develop basic control and coordination when travelling and remaining still Increase knowledge of range of actions and linking ideas.	Spring 2 – Gymnastics - Improve range of actions when travelling and different levels, using a variety of body parts. Show children how different speeds can affect performance.	Spring 2 – Gymnastics - Stand, kneel, sit Travel, fast, slow Along, over, across, tuck, position, finish, start.	Spring 2 – Gymnastics - Explore simple movement ideas Choose and link actions and dynamics Remember and repeat simple movement sequences.	Spring 2 – Gymnastics - Children will be able to observe, recognise and describe different actions and dynamics. They will be able to copy other children's simple movement sequences.
	Summer 1 – Athletics Develop actions, travelling movements and spatial concepts required to be successful in summer games activities.	Summer 1 – Athletics - Using a variety of track and field activities from athletic field designed to support development and learning in sports day events.	Summer 1 – Athletics – throwing, standing, aiming, distance, balance.	Summer 1 – Athletics – Improving co-ordination skills and spatial awareness. Development of fine-motor skills and challenge on gross-motor skills.	Summer 1 – Athletics – Children can talk about best method for throwing and jumping. There will be a significant improvement of technique and success from beginning to end.
	Summer 2 – Striking Games - Develop actions, travelling movements and spatial concepts required to be successful in summer games activities.	Summer 2 – Striking Games - Using a variety of summer games ideas children develop control and coordination using large and small equipment with imagination and confidence.	Summer 2 – Striking Games - Roll, throw, bounce, catch – a projectile with hands. Strike, aim, receive, power.	Summer 2 – Striking Games - Moving spontaneously in space. Aiming for space Striking a ball using simple equipment with increasing accuracy.	Summer 2 – Striking Games - Children can identify different ways of sending and receiving a projectile Understand fast, slow and still. Understand technique in striking objects.
Year 1 /2 Competitive: Gymnastics	Autumn 1 – Outdoor and Adventurous Activities - Improve communication and teamwork skills through team games and tasks. Demonstrate thinking skills and game management including starting to discuss tactical advantages.	Autumn 1 - Outdoor and Adventurous Activities – Using a team game format, explore understanding of what it means to be a team, how to communicate effectively with team members and develop skills within a group. How these skills can impact success.	Autumn 1 – Outdoor and Adventurous Activities – Combine a number of rules and strategies to support success in a team environment. Talk, group, awareness, attention, attack, defence, opposition, teamwork.	Autumn 1 – Outdoor and Adventurous Activities – run, sort, group, positioning, communication, effort, attention, noticing, movement.	Autumn 1 – Outdoor and Adventurous Activities – Better effectiveness at team efforts. Increased awareness of others around them, impact of actions on themselves and collective. Increased confidence in new situations and sports. Children will become more aware of the importance of movement and planning in tasks.
	Autumn 2 - Multi-skills - Develop greater confidence in games in a variety of situations. Explore and implement skills, actions and ideas individually and in combination to suit the game they are playing.	Autumn 2 - Multi-skills - Using a multi-skills approach, develop agility, balance and coordination through a wide range of activities.	Autumn 2 - Multi-skills - Agility, balance, coordination. Space. Refining and repeating. Observing, copy and describe what others are doing.	Autumn 2 - Multi-skills - Looking for space, awareness of opponents. Collecting, sending and receiving. Understanding that being active is good for them.	Autumn 2 - Multi-skills - Increased ability to use skills effectively in a variety of games. Greater confidence in a variety of games and situations. Able to talk about what they have done and what they should do next.

	Spring 1 – Dance - Develop confidence in dancing using a range of movement patterns.	Spring 1 – Dance - Using a dance-based approach develop balance, agility and co-ordination. Perform a sequence of movements in routine.	Spring 1 – Dance – Movement, position, strength, balance, poise, agility, travel, follow, sequence, hold.	Spring 1 – Dance – link movements together through patterns and sequences to music.	Spring 1 – Dance – stamina and strength beginning to develop. Ability to copy and repeat simple moves with increasing number.
	Spring 2 – Gymnastics - Develop basic control and coordination when travelling and remaining still Increase knowledge of range of actions and linking ideas. Zumba / Dance– Develop confidence in dancing using a range of movement patterns.	Spring 2 – Gymnastics - Improve range of actions when travelling and different levels, using a variety of body parts. Show children how different speeds can affect performance. Zumba - Using a dance based approach develop balance, agility and co-ordination.	Spring 2 – Gymnastics - Improve range of actions when travelling and different levels, using a variety of body parts. Show children how different speeds can affect performance. Zumba – Copy, repeat, heart, body, movement, space.	Spring 2 – Gymnastics - Explore simple movement ideas Choose and link actions and dynamics Remember and repeat simple movement sequences. Zumba - Link basic movement patterns to music, basic understanding how our bodies feel when exercising.	Spring 2 – Gymnastics - Children will be able to observe, recognise and describe different actions and dynamics. They will be able to copy other children's simple movement sequences. Zumba – Begin to build endurance, resilience and strength movements.
	Summer 1 – Athletics Develop actions, travelling movements and spatial concepts required to be successful in summer games activities.	Summer 1 – Athletics - Using a variety of sports based activities from athletic field designed to support development and learning in sports day events.	Summer 1 – Athletics – throwing, standing, aiming, distance, balance.	Summer 1 – Athletics – Improving co-ordination skills and spatial awareness. Development of fine-motor skills and challenge on gross-motor skills.	Summer 1 – Athletics – Children can talk about best method for throwing and jumping. There will be a significant improvement of technique and success from beginning to end.
	Summer 2 – Striking Games - Allow children to be confident using skills, actions and ideas suited in a variety of summer games. Develop actions, travelling movements and spatial concepts required to be successful in summer games activities.	Summer 2 – Striking Games - Acquire and develop skills of striking, rolling and retrieving, throwing using a variety of games and activities.	Summer 2 – Striking Games - Steer, bounce, hit, catch, collect, throw, receive, deliver, position, placement.	Summer 2 – Striking Games - Aiming for space Striking a ball using simple equipment with increasing accuracy. Adjust speed and direction Linking simple combinations of actions eg roll and retrieve.	Summer 2 – Striking Games - Develop understanding of hitting for space and why accuracy is important. Children can identify different ways of sending and receiving a projectile Understand fast, slow and still. Understand technique in striking objects.
Year 2 Competitive: Gymnastics Cross-Country	Autumn 1 – Outdoor and Adventurous Activities - Improve communication and teamwork skills through team games and tasks. Demonstrate thinking skills and game management including starting to discuss tactical strategies.	Autumn 1 - Outdoor and Adventurous Activities – Using a team game format, explore understanding of what it means to be a team, how to communicate effectively with team members and develop skills	Autumn 1 – Outdoor and Adventurous Activities – Combine a number of rules and strategies to support success in a team environment. Talk, group, awareness, attention, attack, defence, opposition, teamwork.	Autumn 1 – Outdoor and Adventurous Activities – run, sort, group, positioning, communication, effort, attention, noticing, movement.	Autumn 2 - Multi-skills - Increased ability to use skills effectively in a variety of games. Greater confidence in a variety of games and situations. Able to talk about what they have done and what they should do next.

	Zumba – Perform dances using a range of movement patterns.	within a group. How these skills can impact success. Zumba – Using a dance based approach develop balance, agility and co-ordination.	Zumba – Patterns of movements, developing their own dance styles. Language of dance leader, dance detective, heart, body, breathing.	Zumba – Link more complex movement patterns to music, understanding how our bodies feel when exercising.	Zumba – Build endurance and strength movements.
	Autumn 2 – Multi-skills – Improve body coordination using a range of equipment. To remember, repeat and link combinations of skills.	Autumn 2 – Multi-skills – Using a multi-skills approach, develop agility, balance and coordination through a range of activities	Autumn 2 – Multi-skills – Patterns of movement, controlling objects, attacking and defending, developing simple rules and tactics.	Autumn 2 – Multi-skills – Basic movement skills, awareness of opponents, object control, applying skills in simple games, understand how bodies feel when exercising, working well with partners and small groups.	Autumn 2 – Multi-skills – improved spacial awareness, consistency of movement and object control, greater confidence in decision making and application of skills and tactics.
	Spring 1 – Dance - Develop confidence in dancing using a range of movement patterns and demonstrating holds in position for time demonstrating control in movement.	Spring 1 – Dance - Using a dance-based approach develop balance, agility and co-ordination. Perform a sequence of movements in routine including turns, jumps and travelling.	Spring 1 – Dance – Movement, position, strength, balance, poise, agility, travel, follow, sequence, hold, tension, control.	Spring 1 – Dance – link movements together through patterns and sequences to music and identify strengths in other performances.	Spring 1 – Dance – stamina and strength beginning to develop. Ability to copy and repeat simple moves with increasing number and suggest improvements on moves to succeed.
	Spring 2 – Gymnastics - Children will be able to plan and repeat simple sequences of actions with coordination, control and variety. Develop contrasts in shape, speed and direction .	Spring 2 – Gymnastics - Develop transitional skills between low to high movements. With a partner, show leading and following and matching skills using a variety of pathways.	Spring 2 – Gymnastics - Pathways, match, partner Lead, follow Level, demonstrate, smooth.	Spring 2 – Gymnastics - Explore similar and contrasting actions Remember and repeat simple movement variations Devise and repeat short sequences of movements with a clear beginning, middle and end.	Spring 2 – Gymnastics - Children will be able to perform actions with greater control and fluency Respond in a more imaginative way. Plan longer sequences independently and with a partner.
	Summer 1 – Athletics Develop actions, travelling movements and spatial concepts required to be successful in summer games activities such as track and field events.	Summer 1 – Athletics - Using a variety of tactics and strategies from athletic field designed to support development and learning in sports day events.	Summer 1 – Athletics – throwing, standing, aiming, distance, balance, redirection, direction, trajectory, power, release.	Summer 1 – Athletics – Improving co-ordination skills and spatial awareness. Development of fine-motor skills and challenge on gross-motor skills which enable success in distance/power activities.	Summer 1 – Athletics – Children can talk about best method for throwing and jumping. There will be a significant improvement of technique and success from beginning to end and apply this to their activity.

	Summer 2 – Striking Games - Improve the ways the children coordinate their bodies using a range of equipment To be able to remember, repeat and link combinations of skills.	Summer 2 – Striking Games - Exploring a variety of ways to make it difficult for an opponent to score. Understand positioning and looking for space.	Summer 2 – Striking Games - Placing Varying direction when hitting, striking, fielding, steer, bounce, hit, catch, collect, throw, receive, deliver, position, placement.	Summer 2 – Striking Games - Developing simple tactics for success Understanding basic principles of striking and fielding and net games and understand their differences.	Summer 2 – Striking Games - Children have greater confidence and influence on games and understand simple tactics to improve their own and others performance. Children can identify different ways of sending and receiving a projectile Understand fast, slow and still. Understand technique in striking objects.
Year 3 Competitive: Football Tag Rugby Netball Gymnastics Cross Country Athletics	Autumn 1 – Invasion Games Football – Develop invasion games skills of attacking and defending. Use a variety of skills to maintain possession of the ball.	Autumn 1 – Invasion Games Football – Using football as an invasion game, use a range basic tactics and skills to outwit opponents.	Autumn 1 – Invasion Games Football – Sending and receiving, attacking and defending, knowledge of rules and tactics.	Autumn 1 – Invasion Games Football – Sending and receiving with accuracy to keep possession and score ‘goals’. Use space and support team mates. Understand rules and apply them within the game.	Autumn 1 – Invasion Games Football – Improved skill development and techniques to link actions and movements. Increased application of tactics and strategies. Develop greater stamina required for invasion games.
	Autumn 2 – Outdoors and Adventurous Activities – Provide children with opportunities to improve a range of social and physical skills, particularly interpersonal skills	Autumn 2 – Outdoors and Adventurous Activities – Using a variety of team challenges, children complete tasks in small groups that focus on a variety of outdoor education themes.	Autumn 2 – Outdoors and Adventurous Activities – Teamwork, cooperation, problem solving, challenge	Autumn 2 – Outdoors and Adventurous Activities – Working with others, understanding others strengths and weaknesses. Supporting class mates. Overcoming physical and mental barriers	Autumn 2 – Outdoors and Adventurous Activities – Improved interpersonal skills. Appreciating the strengths and weaknesses of other children. Being supportive of those around us
	Spring 1 – Gymnastics Develop a range of actions, body shapes and balances they could include in a performance. Perform skills and actions with accuracy and consistency. Zumba / Dance – To start to use the influence of other countries dance styles in their own movements.	Spring 1 – Gymnastics Develop a range of actions, body shapes and balances they could include in a performance. Perform skills and actions with accuracy and consistency. Zumba – Through links to curriculum plans and geography themes.	Spring 1 – Gymnastics Pathways, turning and wheeling. Partner relationships. Accuracy and control. Flexibility and strength. Zumba – Speed, energy, flow, communication.	Spring 1 – Gymnastics Travelling, balancing. Linking ideas together into sequences. Working on own and with others. Zumba – Importance of correct technique and how they warm up and cool down.	Spring 1 – Gymnastics Perform a range of actions, balances and shapes with control. Plan perform and repeat sequences with clear shapes and quality movement. Zumba – Importance of correct technique and how they warm up and cool down.

	Spring 2 - Invasion Games Netball – Consolidate and improve quality of their techniques and ability to link movements. Ability to chose and use simple tactics and strategies	Spring 2 - Invasion Games Netball – This unit will increase the range of skills in ball handling. Ensure confidence before moving onto the next set of skills.	Spring 2 - Invasion Games Netball – send, receive, intercept, defence, attack, possession	Spring 2 - Invasion Games Netball – Attacking and defending. Ball handling. Passing and catching. Movement patterns	Spring 2 - Invasion Games Netball – Greater success in retaining possession through quality sending and receiving and improved movement patterns
	Summer 1 – Athletics – Children develop skills across the full range of athletics disciplines and develop a range of tactics and strategies for success across the events Swimming Develop water confidence in all children using a simple activities that are fun, varied and progressive Cricket – To ensure that children are achieving the skills they need, as set out in the national curriculum, like throwing, catching and ball-striking; and are enjoying themselves at the same time.	Summer 1 – Athletics – Understand and demonstrate the differences in sprinting and endurance running. Know and demonstrate a range of throwing techniques. Perform a range of jumps, demonstrating the importance of a run up. Swimming Using simple games and activities introduce travelling around the pool 5m in a variety of ways, getting wet and submerging. Use floats and noodles where appropriate. Cricket – Through taking part in competitive situations to apply running, throwing and catching skills.	Summer 1 – Athletics – Pace, style. Angle. Push. Pull. Sling. Approach, take off, landing Swimming Float, travel, entry, exit, travel, safety Cricket – Teamwork, respect, communication	Summer 1 – Athletics – Linking pacing with distance travelled. Understand ways of throwing a variety of projectiles. Linking 3 phases to make a successful jump Swimming Floating, going underwater, water confidence, entering and exiting the water. Using noodles and floats Cricket – Throwing, catching, running, communicating, collaborating	Summer 1 – Athletics – Improved times and distances across a range of events. Greater depth of knowledge of skills required for success. Swimming Confidence in and around water. Develop floating and travelling skills on own and with aids. Cricket – Developed children’s social and mental wellbeing, building their confidence and improving their attitude towards sport.
	Summer 2 -Summer Games - Develop a range of skills and tactics that can be using in striking and fielding/net and wall games Golf – Using the tri-golf system and equipment, develop golf skills in a fun, safe and innovative way to develop children’s target games skills	Summer 2 -Summer Games - Fielding low and high balls Striking using various angles and distances Throwing over a divide and at a target Golf – Introduce a variety of games to improve skills of putting, short/long game and scoring.	Summer 2 -Summer Games -Anticipate Intercept Direction Angle Golf – Stance, grip, strike, swing, aim, chip, drive	Summer 2 -Summer Games - Exploring how speed, height and direction can improve success when striking Understanding ways to make it difficult for the opposition Golf – Understand the different clubs and their uses. Holding the club and how to stand when preparing to strike the ball. Understand the relationship between power and distance	Summer 2 -Summer Games - Children will understand criteria for success in a variety of situations using different equipment Golf – Improved quality of skills and understanding in target games. Developing a broader range of PE skills, with target games added to the school’s summer PE curriculum.
Year 3 / 4	Autumn 1 – Invasion Games Football – Develop invasion games skills of attacking and defending. Use a variety of skills to maintain possession of the ball and ways to support team mates	Autumn 1 – Invasion Games Football – Using football as an invasion game, use a range basic tactics and	Autumn 1 – Invasion Games Football – Sending and receiving, attacking and defending, knowledge of rules and tactics.	Autumn 1 – Invasion Games Football – Sending and receiving with accuracy to keep possession and score ‘goals’. Use space and	Autumn 1 – Invasion Games Football – Improved skill development and techniques to link actions and movements. Increased

Competitive: Football Tag Rugby Netball Gymnastics Cross Country Athletics		skills to outwit opponents and invade territory.	Develop greater influence within the game.	support team mates. Understand rules and apply them within the game. Suggest ways they could improve performance	application of tactics and strategies. Develop greater stamina required for invasion games. Improved evaluation of own/others performance.
	Autumn 2 – Outdoors and Adventurous Activities – Provide children with opportunities to improve a range of social and physical skills, particularly interpersonal skills Zumba / Dance – To start to use the influence of other countries dance styles in their own movements.	Autumn 2 – Outdoors and Adventurous Activities – Using a variety of team challenges, children complete tasks in small groups that focus on a variety of outdoor education themes. Zumba – Through links to curriculum plans and geography themes.	Autumn 2 – Outdoors and Adventurous Activities – Teamwork, cooperation, problem solving, challenge Zumba – Speed, energy, flow, communication.	Autumn 2 – Outdoors and Adventurous Activities – Working with others, understanding others strengths and weaknesses. Supporting class mates. Overcoming physical and mental barriers Zumba – Importance of correct technique and how they warm up and cool down.	Autumn 2 – Outdoors and Adventurous Activities – Improved interpersonal skills. Appreciating the strengths and weaknesses of other children. Being supportive of those around us Zumba – To work collaboratively on routines building to being the instructor.
	Spring 1 – Gymnastics - Develop a range of actions, body shapes and balances they could include in a performance. Perform skills and actions with accuracy and consistency. Swimming- Develop water confidence in all children using a range of activities that are fun, varied and progressive	Spring 1 – Gymnastics - Develop a range of actions, body shapes and balances they could include in a performance. Perform skills and actions with accuracy and consistency. Swimming - Using a range of games and activities introduce travelling around the pool 5m in a variety of ways, getting wet and submerging. Use balls, floats, noodles and watering cans where appropriate.	Spring 1 – Gymnastics - Pathways, turning and wheeling. Partner relationships. Accuracy and control. Flexibility and strength. Swimming - Float, travel, submerge, entry, exit, travel, safety	Spring 1 – Gymnastics - Travelling, balancing. Linking ideas together into sequences. Working on own and with others. Swimming - Floating, going underwater, water confidence, entering and exiting the water. Using noodles and floats	Spring 1 – Gymnastics - Perform a range of actions, balances and shapes with control. Plan perform and repeat sequences with clear shapes and quality movement. Swimming - Greater confidence in and around water. Develop floating and travelling skills on own and with aids.
	Spring 2 - Invasion Games Netball – Consolidate and improve quality of their techniques and ability to link movements. Ability to choose and use simple tactics and strategies	Spring 2 - Invasion Games Netball - This unit will increase the range of skills in ball handling. Ensure confidence before moving onto the next set of skills.	Spring 2 - Invasion Games Netball - send, receive, intercept, defence, attack, possession	Spring 2 - Invasion Games Netball - Attacking and defending. Ball handling. Passing and catching. Movement patterns	Spring 2 - Invasion Games Netball - Greater success in retaining possession through quality sending and receiving and improved movement patterns

	Summer 1 – Athletics – Children develop skills across the full range of athletics disciplines and develop a range of tactics and strategies for success across the events Golf – Using the tri-golf system and equipment, develop golf skills in a fun, safe and innovative way to develop children's target games skills	Summer 1 – Athletics – Understand and demonstrate the differences in sprinting and endurance running. Know and demonstrate a range of throwing techniques. Perform a range of jumps, demonstrating the importance of a run up. Golf – Golf – Introduce a variety of games to improve skills of putting, short/long game and scoring.	Summer 1 – Athletics – Pace, style. Angle. Push. Pull. Sling. Approach, take off, landing Golf – Golf – Stance, grip, strike, swing, aim, chip, drive	Summer 1 – Athletics – Linking pacing with distance travelled. Understand ways of throwing a variety of projectiles. Linking 3 phases to make a successful jump Golf – Golf – Understand the different clubs and their uses. Holding the club and how to stand when preparing to strike the ball. Understand the relationship between power and distance	Summer 1 – Athletics – Improved times and distances across a range of events. Greater depth of knowledge of skills required for success. Golf – Golf – Improved quality of skills and understanding in target games. Developing a broader range of PE skills, with target games added to the school's summer PE curriculum.
	Summer 2 -Summer Games - Develop a range of skills and tactics that can be using in striking and fielding/net and wall games. Cricket – To ensure that children are achieving the skills they need, as set out in the national curriculum, like throwing, catching and ball-striking; and are enjoying themselves at the same time.	Summer 2 -Summer Games - Fielding low and high balls Striking using various angles and distances Throwing over a divide and at a target. Cricket – Through taking part in competitive situations to apply running, throwing and catching skills.	Summer 2 -Summer Games - Anticipate Intercept Direction Angle. Cricket – Teamwork, respect, communication.	Summer 2 -Summer Games - Exploring how speed, height and direction can improve success when striking Understanding ways to make it difficult for the opposition. Cricket – Throwing, catching, running, communicating, collaborating.	Summer 2 -Summer Games - Children will understand criteria for success in a variety of situations using different equipment. Cricket – Developed children's social and mental wellbeing, building their confidence and improving their attitude towards sport.
Year 4 Competitive: Football Tag Rugby Netball Gymnastics Cross Country Athletics	Autumn 1 – Invasion Games Football – Develop a range and consistency in invasion games skills. To understand and utilise rules effectively. Use and develop tactics in a variety of situations.	Autumn 1 – Invasion Games Football – Provide opportunities for children to become confident in a wide range of skills. Passing, catching and dodging.	Autumn 1 – Invasion Games Football – Sending and receiving, supporting, defending and attacking, possession.	Autumn 1 – Invasion Games Football – Attacking and defending, maintaining possession, evaluating own and others performance.	Autumn 1 – Invasion Games Football – Play invasion games with confidence using a variety of skills and tactics. Greater ability give feedback to improve others performance.
	Autumn 2 – Outdoors and Adventurous Activities – Provide children with opportunities to improve a range of social and physical	Autumn 2 – Outdoors and Adventurous Activities – Using a variety of team challenges, children	Autumn 2 – Outdoors and Adventurous Activities –	Autumn 2 – Outdoors and Adventurous Activities – Working with others, understanding others	Autumn 2 – Outdoors and Adventurous Activities – Improved interpersonal skills. Appreciating the

	skills, particularly interpersonal skills. Communicate effectively in a team environment	complete tasks in small groups that focus on a variety of outdoor education themes using both verbal and non verbal communication	Teamwork, cooperation, problem solving, challenge. Communication.	strengths and weaknesses. Supporting class mates. Choosing the most effective way to overcome a challenge	strengths and weaknesses of other children. Being supportive of those around us. Understanding that failure can be part of the path to success
	Spring 1 – Gymnastics - Develop a range of actions, body shapes and balances they could include in a performance. Perform skills and actions with accuracy and consistency demonstrating control and poise. Swimming Embed in children an understanding of water safety both in and around water and develop safe self rescue skills that could be used in an emergency.	Spring 1 – Gymnastics - Develop a range of actions, body shapes and balances they could include in a performance. Perform skills and actions with accuracy and consistency throughout a range of sequences. Swimming Develop a variety of safe entries and exits. Understand pool rules, beach flags and open water safety. Develop a variety of floating skills, unaided where possible. Collect and retrieve a variety of objects, floating and submerged.	Spring 1 – Gymnastics - Pathways, turning and wheeling. Partner relationships. Accuracy and control. Flexibility and strength, core strength and poise. Swimming Jump, swivel, steps entry. Star, mushroom float. Beach flags. The water code. Retrieve, submerge. Rescue	Spring 1 – Gymnastics - Travelling, balancing. Linking ideas together into sequences. Working on own and with others. Swimming Floating, entries and exits. Knowledge of safety around pool, open water, beach	Spring 1 – Gymnastics - Perform a range of actions, balances and shapes with control. Plan perform and repeat sequences with clear shapes and quality movement. Swimming Greater depth of knowledge of self rescue and rescue of others. Understanding of safe entries and exits and of the Water Code.
	Spring 2 – Invasion Games Netball – Consolidate and improve quality of their techniques and ability to link movements. Ability to choose and use simple tactics and strategies Zumba /Dance - To learn more complex dance fitness routines linked cross curricular to geography and begin to know about the effects of warming up and cooling down.	Spring 2 – Invasion Games Netball - This unit will increase the range of skills in ball handling. Ensure confidence before moving onto the next set of skills. Zumba – To start building on verbal and non-verbal communication of ideas.	Spring 2 – Invasion Games Netball - send, receive, intercept, defence, attack, possession Zumba – Team work, warm up, cool down, body attitude.	Spring 2 – Invasion Games Netball - Attacking and defending. Ball handling. Passing and catching. Movement patterns Zumba – Evaluating how they have progressed from week to week.	Spring 2 – Invasion Games Netball - Greater success in retaining possession through quality sending and receiving and improved movement patterns Zumba – To be able to start comparing their performances and say what they like and don't like.
	Summer 1 – Athletics – Children develop skills across the full range of athletics disciplines and develop a range of tactics and strategies for success across the events	Summer 1 – Athletics – Understand and demonstrate the differences in sprinting and endurance running. Know and demonstrate a range of throwing techniques. Perform a range of jumps,	Summer 1 – Athletics – Pace, style. Angle. Push. Pull. Sling. Approach, take off, landing	Summer 1 – Athletics – Linking pacing with distance travelled. Understand ways of throwing a variety of projectiles. Linking 3 phases to make a successful jump	Summer 1 – Athletics – Improved times and distances across a range of events. Greater depth of knowledge of skills required for success.

	Golf – Using the tri-golf system and equipment, develop golf skills in a fun, safe and innovative way to develop children’s target games skills	demonstrating the importance of a run up. Golf – Golf – Introduce a variety of games to improve skills of putting, short/long game and scoring.	Golf – Golf – Stance, grip, strike, swing, aim, chip, drive	Golf – Golf – Understand the different clubs and their uses. Holding the club and how to stand when preparing to strike the ball. Understand the relationship between power and distance	Golf – Golf – Improved quality of skills and understanding in target games. Developing a broader range of PE skills, with target games added to the school’s summer PE curriculum.
	Summer 2 – Summer Games - Children are able to use a range of skills including intercepting, throwing, stopping and striking with control and accuracy using a range of tactics. Cricket – To ensure that children are achieving the skills they need, as set out in the national curriculum, like throwing, catching and ball-striking; and are enjoying themselves at the same time.	Summer 2 – Summer Games - A range of activities to develop striking, rallying, defending and attacking Judging when to run and where to place fielders. Cricket – Through taking part in competitive situations to apply running, throwing and catching skills.	Summer 2 – Summer Games - Ready position Self-feed Placement Runs Anticipate Cricket – Teamwork, respect, communication.	Summer 2 – Summer Games - Develop an understanding of varying where to hit An understanding of the rules and how to use them. Cricket – Throwing, catching, running, communicating, collaborating.	Summer 2 – Summer Games - Children will understand criteria for success in a variety of situations using different equipment. Cricket – Developed children’s social and mental wellbeing, building their confidence and improving their attitude towards sport.
Year 5 Competitive: Football Tag Rugby Netball Gymnastics Cross Country Athletics	Autumn 1 – Invasion Games Football – Develop a broader range of skills for attacking and defending. Apply basic strategies and principles and adapt them to different situations.	Autumn 1 – Invasion Games Football – Using football as an invasion game, develop, select and apply skills with greater consistency in differing situations.	Autumn 1 – Invasion Games Football – Maintaining possession, observing others and suggest improvements, use a wide range of techniques to outwit opponents.	Autumn 1 – Invasion Games Football – Attacking and defending, sending and receiving, evaluating own and others performance, understand the importance of warming up.	Autumn 1 – Invasion Games Football – Play invasion games with greater confidence using a variety of skills and tactics. Greater ability to make changes to improve own/others performance.
	Autumn 2 – Outdoors and Adventurous Activities – Provide children with opportunities to improve a range of social and physical skills, particularly interpersonal skills Swimming - Develop progressive stroke development, both on front and back, improving swim endurance and stroke technique.	Autumn 2 – Outdoors and Adventurous Activities – Use a wide range of outdoor education activities, often with minimal equipment, introduce scenarios where children and challenge themselves to best solve problems and tasks	Autumn 2 – Outdoors and Adventurous Activities – Self-esteem, evaluation, cooperation, communication. Verbal/ non-verbal communication Swimming - Stroke, front, back. Push, glide. Rescue and retrieve. Water safety.	Autumn 2 – Outdoors and Adventurous Activities – Teamwork, evaluation, discussion and planning strategies, time management Swimming - Stroke quality, efficiency and endurance (with/without aids).	Autumn 2 – Outdoors and Adventurous Activities – Improved self-esteem, greater listening and communication ability, appreciating different roles within a team Swimming - Greater ability to maintain stroke over a

		Swimming - Pushing and gliding to/from wall on front and back (with/without aids). Rotation from front to back whilst travelling. Develop swimming for 10m using any stroke (with/without aids).			distance. Increased confidence in deeper water.
	Spring 1 – Gymnastics - Children will create, practice and refine more complex sequences for performance, including changes of level, speed and direction. Zumba / Dance – To learn more complex dance fitness routines linked cross curricular to geography and begin to know about the effects of warming up and cooling down.	Spring 1 – Gymnastics - Learn to shown twisted shapes when still. Use and develop mirroring and matching in partner work. Improve ordering in a sequence to increase fluidity of actions. Zumba – To start building on verbal and non-verbal communication of ideas.	Spring 1 – Gymnastics - Finishing position, gesture, flight Twist, mirror, contact. Zumba – Team work, warm up, cool down, body attitude.	Spring 1 – Gymnastics - Explore and combine different ways of moving into and out of a balance Adapt floor sequences and apparatus alone and with a partner. Zumba – Evaluating how they have progressed from week to week.	Spring 1 – Gymnastics = Children will be able to make up longer, more complex sequences, including contrasting actions, shapes, balances and dynamics. Zumba – To be able to start comparing their performances and say what they like and don't like.
	Spring 2 – Invasion Games Netball – Develop a broader range of skills in attack and defence. To know and apply basic strategies and tactics in attack and defence and apply skills consistently	Spring 2 – Invasion Games Netball – through drills and small sided games, develop confidence to outwit opponents	Spring 2 – Invasion Games Netball – patterns of play, marking, finding space, positional names	Spring 2 – Invasion Games Netball – Passing, moving and shooting. Finding space in attack. Marking attackers. Suggest ways of improving performance	Spring 2 – Invasion Games Netball – Consistently demonstrate knowledge of rules and tactics to outwit opponents. Confident ball handling and speed of thought.
	Summer 1 – Athletics – Develop a broader range of athletics skills with greater emphasis on tactics and strategies for success. Identify what good athletic performance looks like using key terminology Golf – Using the tri-golf system and equipment, develop golf skills in a fun, safe and innovative way to develop children's target games skills	Summer 1 – Athletics – Develop pacing, acceleration and team strategy in running events. Understanding difference phases in throwing and understand how to measure and record. In jumping, link correct jumps with approaches and learn to measure accurately. Golf – Golf – Introduce a variety of games to improve skills of putting, short/long game and scoring.	Summer 1 – Athletics – Measuring and recording. Pacing and judgement. Explosive power. Take off and landing Golf – Golf – Stance, grip, strike, swing, aim, chip, drive	Summer 1 – Athletics – Show accuracy and good technique when throwing and jumping in multiple events. Demonstrate speed, strength and stamina in a variety of track events. Golf – Golf – Understand the different clubs and their uses. Holding the club and how to stand when preparing to strike the ball. Understand the relationship between power and distance	Summer 1 – Athletics – Able to adapt skills and techniques according to the differing challenges and disciplines in a variety of athletic events Golf – Golf – Improved quality of skills and understanding in target games. Developing a broader range of PE skills, with target games added to the school's summer PE curriculum.

	Summer 2 – Summer Games - Develop the range and consistency of children in their skills – specifically in striking and net games Cricket – To ensure that children are achieving the skills they need, as set out in the national curriculum, like throwing, catching and ball-striking; and are enjoying themselves at the same time.	Summer 2 – Summer Games - Play games and develop skills where children can use adapted rules, strategies and tactics in the principles of batting, fielding and racquet games. Cricket – Through taking part in competitive situations to apply running, throwing and catching skills.	Summer 2 – Summer Games - Bowl Overarm Runs Forehand Backhand Cricket – Teamwork, respect, communication.	Summer 2 – Summer Games - Understanding the different roles in a team when batting and fielding Apply different tactics when moving from defence to attack. Cricket – Throwing, catching, running, communicating, collaborating.	Summer 2 – Summer Games - Children can comment on basic technical ideas and tactical elements in their own and other’s games. Cricket – Developed children’s social and mental wellbeing, building their confidence and improving their attitude towards sport.
Year 6 Sports Leaders Competitive: Football Tag Rugby Netball Gymnastics Cross Country Athletics	Autumn 1 – Invasion Games Football – To be able to choose, combine and perform skills fluently and effectively in invasion games. Swimming - Extend Year 5 swimming skill acquisition and knowledge, ensure all children can swim 25m and have a sound knowledge base of lifesaving skills as they leave Year 6	Autumn 1 – Invasion Games Football – Practice a wide variety of invasion games skills in football both in isolation and competitive situations Swimming - Building on Year 5 skills, develop a wider range of strokes over a greater distance. Recap previous water safety knowledge and increase range of rescue skills	Autumn 1 – Invasion Games Football – Supporting player, 1 v 1, team formation in attack and defence, 2v1 Swimming - Stroke development and endurance. Self-rescue and safety. Treading water and sculling	Autumn 1 – Invasion Games Football – Ability to choose and apply a range of tactics and strategies for defence and attack. Use them consistently within games. Swimming - Retrieve submerged objects, safe deep water entries and exits. Swim 25m using a variety of strokes. Floating, sculling and treading water.	Autumn 1 – Invasion Games Football – Improved decision making in game situations. Confidence in selecting and applying skills and tactics to meet the needs of the game situation. Swimming - Achieve National Curriculum targets, develop life skills to use in and around water to help self and others.
	Autumn 2 – Outdoors and Adventurous Activities – Provide children with opportunities to improve a range of social and physical skills, particularly interpersonal skills Zumba / Dance - To use dance patterns in different ways and to link them to make actions and sequences of movement and to explain in more detail the effect exercise has on their oxygen levels.	Autumn 2 – Outdoors and Adventurous Activities – Use a wide range of outdoor education activities, often with minimal equipment, introduce scenarios where children and challenge themselves to best solve problems and tasks Zumba – To continuing building on verbal and non-verbal communication of ideas and emotions.	Autumn 2 – Outdoors and Adventurous Activities - Self-esteem, evaluation, cooperation, communication. Verbal/ non-verbal communication Zumba – Team work, collaboration, body attitude, self-esteem, consistency, control, hinge	Autumn 2 – Outdoors and Adventurous Activities – Teamwork, evaluation, discussion and planning strategies, time management Zumba – Observing and evaluating dance skills.	Autumn 2 – Outdoors and Adventurous Activities – Improved self-esteem, greater listening and communication ability, appreciating different roles within a team Zumba – To be able to compare their performances with previous ones and demonstrate improvement

			joints and ball and socket joints.		to achieve their personal best in dance.
	Spring 1 – Gymnastics - Children required to combine and perform gymnastic actions, shapes and balances displaying clarity, fluency, accuracy and consistency.	Spring 1 – Gymnastics - Understanding symmetry/asymmetry with partner and in group work Using turning $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ in a sequence when demonstrating floor patterns. Learn how to move in canon and unison.	Spring 1 – Gymnastics - Flight from hands Turn on vertical axis Symmetrical and asymmetrical Canon, unison Contract, synchronised.	Spring 1 – Gymnastics - Recover from flight using a variety of actions – turns, rolls etc Show contrasting floor patterns and shapes on own/pair/group Turning in flight from feet/hands.	Spring 1 – Gymnastics - Children can select and apply a wide range of actions in a performance They can lead a partner or small group and explain, using appropriate language how to improve their own and others performance.
	Spring 2 – Invasion Games Netball – Develop a broader range of skills in attack and defence. To know and apply basic strategies and tactics in attack and defence and apply skills consistently Golf – Using the tri-golf system and equipment, develop golf skills in a fun, safe and innovative way to develop children’s target games skills	Spring 2 – Invasion Games Netball – through drills and small sided games, develop confidence to outwit opponents Golf – Golf – Introduce a variety of games to improve skills of putting, short/long game and scoring.	Spring 2 – Invasion Games Netball – patterns of play, marking, finding space, positional names Golf – Golf – Stance, grip, strike, swing, aim, chip, drive	Spring 2 – Invasion Games Netball – Passing, moving and shooting. Finding space in attack. Marking attackers. Suggest ways of improving performance Golf – Golf – Understand the different clubs and their uses. Holding the club and how to stand when preparing to strike the ball. Understand the relationship between power and distance	Spring 2 – Invasion Games Netball – Consistently demonstrate knowledge of rules and tactics to outwit opponents. Confident ball handling and speed of thought. Golf – Golf – Improved quality of skills and understanding in target games. Developing a broader range of PE skills, with target games added to the school’s summer PE curriculum.
	Summer 1 – Athletics – Develop a broader range of athletics skills with greater emphasis on tactics and strategies for success. Identify what good athletic performance looks like using key terminology	Summer 1 – Athletics – Develop pacing, acceleration and team strategy in running events. Understanding difference phases in throwing and understand how to measure and record. In jumping, link correct jumps with approaches and learn to measure accurately.	Summer 1 – Athletics – Measuring and recording. Pacing and judgement. Explosive power. Take off and landing	Summer 1 – Athletics – Show accuracy and good technique when throwing and jumping in multiple events. Demonstrate speed, strength and stamina in a variety of track events.	Summer 1 – Athletics – Able to adapt skills and techniques according to the differing challenges and disciplines in a variety of athletic events

	Summer 2 – Summer Games - Ability to develop combinations of skills in a game situation Use a variety of skills to outwit opponents. Cricket – To ensure that children are achieving the skills they need, as set out in the national curriculum, like throwing, catching and ball-striking; and are enjoying themselves at the same time.	Summer 2 – Summer Games - Through small sided activities and conditioned games demonstrate a variety of striking, bowling, fielding and hitting skills. Cricket – Through taking part in competitive situations to apply running, throwing and catching skills.	Summer 2 – Summer Games - Bowling Variety Placement Tactics Groundstrokes. Cricket – Teamwork, respect, communication	Summer 2 – Summer Games - Formulate a game plan Application of rules Apply tactics in attack and defence. Cricket – Throwing, catching, running, communicating, collaborating.	Summer 2 – Summer Games - Children are able to use a wide range of tactical and technical terminology when playing a variety of summer games in various scenarios. Cricket – Developed children’s social and mental wellbeing, building their confidence and improving their attitude towards sport.
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Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.

Our children swim in Key Stage 2 at points throughout the academic year in blocks of 8 weeks.