



# PE Long Term Planning

'Achieve Excellence'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Cycle 1 (depending on the child's starting ability) RANGE 4 (Birth to 5 matters)	Stability - Jumps up into the air with both feet and can jump forward -Begins to walk, run and climb on different levels and surfaces -climbs up and down stairs by placing both feet on each step while holding a rail for support -use wheeled toys with increasing skill	Locomotion - Runs safely on whole foot -begins to understand and choose different ways of moving	Object control -kicks a stationary ball with either foot -throws a ball with increasing force and accuracy -starts to catch a large ball by using two hands and the chest	Stability - Jumps up into the air with both feet and can jump forward -Begins to walk, run and climb on different levels and surfaces -climbs up and down stairs by placing both feet on each step while holding a rail for support -use wheeled toys with increasing skill	Locomotion - Runs safely on whole foot -begins to understand and choose different ways of moving	Object control -kicks a stationary ball with either foot -throws a ball with increasing force and accuracy -starts to catch a large ball by using two hands and the chest
	Stability -climbs stairs, steps and moves across climbing equipment using alternating feet -walks down steps or slopes whilst carrying a small object, maintaining balance and stability	Locomotion -runs with spatial awareness and negotiates space successfully adjusting speed or direction to avoid obstacles	Object control -can grasp and release with two hands to throw and catch a large ball, beanbag or object	Stability -climbs stairs, steps and moves across climbing equipment using alternating feet -walks down steps or slopes whilst carrying a small object, maintaining balance and stability -can balance on one foot or in a	Locomotion -runs with spatial awareness and negotiates space successfully adjusting speed or direction to avoid obstacles	Object control -can grasp and release with two hands to throw and catch a large ball, beanbag or object

ability) RANGE 5 (Birth to 5 matters)	-can balance on one foot or in a squat momentarily shifting body weight to improve stability.			squat momentarily shifting body weight to improve stability.		
Reception (depending on the child's starting ability) RANGE 6 (Birth to 5 matters)	<p>Stability</p> <p>-jumps off an object and lands appropriately using hands, arms, and body to stabilise and balance -travels with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>Locomotion</p> <p>-chooses to move in a range of ways, moving freely and with confidence making changes to body shape and pace of movement. -experiments with different ways of moving, testing out ideas and adapting movements to reduce risk -negotiates space successfully when playing racing and chasing games with others -changes speed or direction to avoid obstacles -travels with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>Object control</p> <p>-shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Stability</p> <p>-jumps off an object and lands appropriately using hands, arms, and body to stabilise and balance -travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><b>ELG - Demonstrate strength, balance and coordination when playing</b></p>	<p>Locomotion</p> <p>-chooses to move in a range of ways, moving freely and with confidence making changes to body shape and pace of movement. -experiments with different ways of moving, testing out ideas and adapting movements to reduce risk -negotiates space successfully when playing racing and chasing games with others -changes speed or direction to avoid obstacles -travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><b>ELG - negotiate space and obstacles safely with consideration for themselves and others ELG - move energetically such as running, jumping, dancing, hopping, skipping and climbing.</b></p>	<p>Object control</p> <p>-shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>
Year 1	Target games Boccia, Bowling	Dance	Gymnastics	Invasion Games Dodgeball, Rugby	Net and wall game Multi-skills, Volleyball	Striking and fielding games Rounders, Cricket
	Building on from locomotion, stability and object control from	Building on from locomotion, stability and object control from Reception. Building on	Building on from locomotion, stability and object control from	Building on from locomotion, stability and object control from Reception and building	Building on from locomotion, stability and object control from	Building on from locomotion, stability and object control from Reception. Building on

	<p>Reception</p> <p>Make simple decisions</p> <p>Use the terms opponent and teammate</p> <p>Vary fundamental movement skills</p> <p>Decide where and when to pass</p> <p>Keep possession by passing and receiving a ball</p> <p>Recognise space on a court or pitch</p> <p>Use a base position</p> <p>Decide which base to pass depending on position of opponent.</p>	<p>from moving to music in Music Reception</p> <p>Apply movement adaptations to their movement techniques eg an unhappy walk</p> <p>Express emotions through facial expressions, gestures and posture.</p> <p>Choose which actions to change with the movement adaptations of space, dynamics, and relationships</p>	<p>Reception</p> <p>Vary fundamental movement skills by using the movement adaptations of how, where and with whom, or what to add interest to a sequence</p> <p>Make decisions based on which actions are best performed on apparatus.</p> <p>Make decisions on the choice of actions to be performed ensuring smooth links.</p>	<p>on from Target games</p> <p>Make simple decisions</p> <p>Use the terms opponent and teammate</p> <p>Vary fundamental movement skills</p> <p>Decide where and when to pass</p> <p>Keep possession by passing and receiving a ball</p> <p>Recognise space on a court or pitch</p> <p>Use a base position</p> <p>Decide which base to pass depending on position of opponent.</p>	<p>Reception. Building on from target games, invasion games.</p> <p>Make simple decisions</p> <p>Use the terms opponent and teammate</p> <p>Vary fundamental movement skills</p> <p>Decide where and when to pass</p> <p>Keep possession by passing and receiving a ball</p> <p>Recognise space on a court or pitch</p> <p>Use a base position</p> <p>Decide which base to pass depending on position of opponent.</p>	<p>from target games, invasion games and net and wall games</p> <p>Make simple decisions</p> <p>Use the terms opponent and teammate</p> <p>Vary fundamental movement skills</p> <p>Decide where and when to pass</p> <p>Keep possession by passing and receiving a ball</p> <p>Recognise space on a court or pitch</p> <p>Use a base position</p> <p>Decide which base to pass depending on position of opponent.</p>
Year 2	<p><b>Target games</b></p> <p>Boccia, Bowling</p>	<p><b>Dance</b></p>	<p><b>Gymnastics</b></p>	<p><b>Invasion Games</b></p> <p>Dodgeball, Football</p>	<p><b>Net and wall games</b></p> <p>Multi-skills, Volleyball</p>	<p><b>Striking and fielding games</b></p> <p>Rounders, Cricket</p>
	<p>Build on from target games in year 1</p> <p>Make simple decisions</p> <p>Use the terms opponent and teammate</p> <p>Vary fundamental movement skills</p> <p>Decide where and when to pass</p> <p>Keep possession by passing and receiving a ball</p> <p>Recognise space on a court or pitch</p> <p>Use a base position</p> <p>Decide which base to pass depending on position of opponent.</p>	<p>Build on from dance in year 1</p> <p>Apply movement adaptations to their movement techniques eg an unhappy walk</p> <p>Express emotions through facial expressions, gestures and posture.</p> <p>Choose which actions to change with the movement adaptations of space, dynamics, and relationships</p>	<p>Build on from Gymnastics in year 1</p> <p>Vary fundamental movement skills by using the movement adaptations of how, where and with whom, or what to add interest to a sequence</p> <p>Make decisions based on which actions are best performed on apparatus.</p> <p>Make decisions on the choice of actions to be performed ensuring smooth links.</p>	<p>Build on Invasion games year 1</p> <p>Make simple decisions</p> <p>Use the terms opponent and teammate</p> <p>Vary fundamental movement skills</p> <p>Decide where and when to pass</p> <p>Keep possession by passing and receiving a ball</p> <p>Recognise space on a court or pitch</p> <p>Use a base position</p> <p>Decide which base to pass depending on position of opponent.</p>	<p>Build on net and wall games in year 1</p> <p>Make simple decisions</p> <p>Use the terms opponent and teammate</p> <p>Vary fundamental movement skills</p> <p>Decide where and when to pass</p> <p>Keep possession by passing and receiving a ball</p> <p>Recognise space on a court or pitch</p> <p>Use a base position</p> <p>Decide which base to pass depending on position of opponent.</p>	<p>Build on striking and fielding games in year 1</p> <p>Make simple decisions</p> <p>Use the terms opponent and teammate</p> <p>Vary fundamental movement skills</p> <p>Decide where and when to pass</p> <p>Keep possession by passing and receiving a ball</p> <p>Recognise space on a court or pitch</p> <p>Use a base position</p> <p>Decide which base to pass depending on position of opponent.</p>
Year <sup>3</sup> / <sub>4</sub> Cycle 1	<p><b>Target games</b></p> <p>Boccia, Bowling</p>	<p><b>Dance</b></p>	<p><b>Gymnastics</b></p>	<p><b>Invasion Games</b></p> <p>Hockey</p>	<p><b>Net and wall games</b></p> <p>Volleyball,</p>	<p><b>Striking and fielding games</b></p> <p>Rounders</p>
	Building on target games	Building on dance skills Year	Building on gymnastics	Building on Invasion games	Building on Net and wall	Building on striking and

	<p>skills y2</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while stationary.</p> <p>Use a balanced stance to send or receive a ball</p> <p>Be able to change direction quickly</p>	<p>2</p> <p>Choreograph a sequence of between four and six movements which can be recalled and repeated.</p> <p>Use real-life situations or stimuli as a basis to create imaginative movements</p> <p>Participate in a group dance and talk about individual and group contributions</p> <p>Identify and describe shapes and pathways with a dance.</p> <p>Identify and describe dance styles from different eras</p> <p>View and describe dances from other cultures and know where they come from</p> <p>Demonstrate a simple dance from a different culture</p> <p>Describe what they like or dislike about a dance.</p>	<p>skills year 2</p> <p>Travel in a variety of ways (skipping, galloping etc)</p> <p>Balance on a variety of large and small body parts ( front, back, and side support, shoulder stand)</p> <p>Move in a clear, fluent and expressive manner</p> <p>Work alongside, away from and towards a partner</p> <p>Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls)</p> <p>Takes weight on hands (progressions towards a cartwheel)</p> <p>Use the five basic jumps and varies them using turns and shape</p> <p>Perform simple partner balances (simple contact, no weight bearing) matching, mirroring and contrasting</p> <p>Vault onto a small box</p> <p>place lengthways.</p>	<p>skills year 2</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while stationary.</p> <p>Use a balanced stance to send or receive a ball</p> <p>Be able to change direction quickly</p>	<p>games Year 2</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while stationary.</p> <p>Use a balanced stance to send or receive a ball</p> <p>Be able to change direction quickly</p>	<p>fielding games year 2</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while stationary.</p> <p>Use a balanced stance to send or receive a ball</p> <p>Be able to change direction quickly</p>
	<b>OAA</b>	<b>Striking and fielding Cricket, softball</b>	<b>Swimming</b>	<b>Invasion games Football</b>	<b>Athletics</b>	<b>Swimming</b>
	<p>Building on geography knowledge of using maps.</p> <p>Use maps and diagrams to orientate themselves and travel around a simple course</p> <p>Complete an orienteering activity</p> <p>Find solutions to problems and challenges</p> <p>Show resilience when</p>	<p>Building on Striking and field games year 2 and other game tactics</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target</p>	<p>First time swimming - Children's personal prior knowledge to be assessed. Y3</p> <p>Y4 children y3/4 cycle 2</p> <p>Enter and exit a pool safely using a jump</p> <p>Move around a pool walking, hopping etc</p> <p>Touch the bottom of the pool with different body parts</p>	<p>Building on previous games taught in year 2 and year ¾ cycle 1</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p>	<p>Building on locomotion, stability and handling objects skills throughout the PE curriculum .</p> <p>Accelerate and decelerate quickly, demonstrating control and stability</p> <p>Sprint over short distances</p> <p>Run over a longer distance, demonstrating endurance</p> <p>Run with a good rhythm and coordination over small</p>	<p>First time swimming - Children's personal prior knowledge to be assessed Y3</p> <p>Y4 children y3/4 cycle 2</p> <p>Enter and exit a pool safely using a jump</p> <p>Move around a pool walking, hopping etc</p> <p>Touch the bottom of the pool with different body parts</p> <p>Push and glide from the side</p>

	<p>plans do not work and initiate new ways of working</p> <p>Take part in activities in the natural world</p> <p>Work confidently in familiar and changing environments.</p>	<p>accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while stationary.</p> <p>Use a balanced stance to send or receive a ball</p> <p>Be able to change direction quickly</p>	<p>Push and glide from the side holding a float with face in the water showing an understanding of streamlining</p> <p>Float in different shapes</p> <p>Begin to use correct front and back crawl techniques with or without buoyancy aids</p> <p>Change body shape to increase speed through the water</p> <p>Choose the most appropriate way of entering and exiting the pool</p>	<p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while stationary.</p> <p>Use a balanced stance to send or receive a ball</p> <p>Be able to change direction quickly</p>	<p>obstacles</p> <p>Use a range of throwing techniques, (pull, push, and sling)</p> <p>Throw for distance within a marked zone.</p> <p>Jump for height and distance showing control in landings.</p> <p>Perform jump combinations with rhythm and control</p> <p>Compete against self aiming to improve personal best performances.</p>	<p>holding a float with face in the water showing an understanding of streamlining</p> <p>Float in different shapes</p> <p>Begin to use correct front and back crawl techniques with or without buoyancy aids</p> <p>Change body shape to increase speed through the water</p> <p>Choose the most appropriate way of entering and exiting the pool</p>
Year $\frac{3}{4}$ cycle 2	<p>Target games</p> <p>Bowling, Golf</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Invasion Games</p> <p>Dodgeball</p>	<p>Net and wall games</p> <p>Tennis</p>	<p>Striking and fielding games</p> <p>Cricket</p>
	<p>Building on from previous taught games in year <math>\frac{3}{4}</math> cycle 1 and year 2.</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing</p>	<p>Building on dance skills Year 2 (and <math>\frac{3}{4}</math> cycle 1 if year 4)</p> <p>Choreograph a sequence of between four and six movements which can be recalled and repeated.</p> <p>Use real-life situations or stimuli as a basis to create imaginative movements</p> <p>Participate in a group dance and talk about individual and group contributions</p> <p>Identify and describe shapes and pathways with a dance.</p> <p>Identify and describe dance styles from different eras</p> <p>View and describe dances from other cultures and know where they come from</p> <p>Demonstrate a simple dance from a different culture</p> <p>Describe what they like or dislike about a dance.</p>	<p>Building on gymnastics skills year 2 (and <math>\frac{3}{4}</math> cycle 1 if year 4)</p> <p>Travel in a variety of ways (skipping, galloping etc)</p> <p>Balance on a variety of large and small body parts ( front, back, and side support, shoulder stand)</p> <p>Move in a clear, fluent and expressive manner</p> <p>Work alongside, away from and towards a partner</p> <p>Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls)</p> <p>Takes weight on hands (progressions towards a cartwheel)</p> <p>Use the five basic jumps and varies them using</p>	<p>Building on from previous taught games in year <math>\frac{3}{4}</math> cycle 1 and year 2.</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while stationary.</p>	<p>Building on from previous taught games in year <math>\frac{3}{4}</math> cycle 1 and year 2.</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a</p>	<p>Building on from previous taught games in year <math>\frac{3}{4}</math> cycle 1 and year 2.</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while</p>

	<p>speed and directions Send and receive a ball to and from a partner in a variety of ways while stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly</p>		<p>turns and shape Perform simple partner balances (simple contact, no weight bearing) matching, mirroring and contrasting Vault onto a small box place lengthways.</p>	<p>Use a balanced stance to send or receive a ball Be able to change direction quickly</p>	<p>variety of ways while stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly</p>	<p>stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly</p>
	OAA	Striking and fielding Baseball	Swimming	Invasion games Basketball	Athletics	Swimming
	<p>Building on geography knowledge of using maps. Use maps and diagrams to orientate themselves and travel around a simple course Complete an orienteering activity Find solutions to problems and challenges Show resilience when plans do not work and initiate new ways of working Take part in activities in the natural world Work confidently in familiar and changing environments.</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 2 Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball Be able to transition fluently from one type of locomotion skill to another Throw underarm to a partner or towards a target accurately Throw overarm for distance with increasing accuracy Catch a small ball thrown from a partner Catch a large ball thrown from a partner, whilst on the move Dribble a ball with hands or feet, while changing speed and directions Send and receive a ball to and from a partner in a variety of ways while stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly</p>	<p>First time swimming - Children's personal prior knowledge to be assessed. Y3 Y4 children y3/4 cycle 1 Enter and exit a pool safely using a jump Move around a pool walking, hopping etc Touch the bottom of the pool with different body parts Push and glide from the side holding a float with face in the water showing an understanding of streamlining Float in different shapes Begin to use correct front and back crawl techniques with or without buoyancy aids Change body shape to increase speed through the water Choose the most appropriate way of entering and exiting the pool</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 2. Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball Be able to transition fluently from one type of locomotion skill to another Throw underarm to a partner or towards a target accurately Throw overarm for distance with increasing accuracy Catch a small ball thrown from a partner Catch a large ball thrown from a partner, whilst on the move Dribble a ball with hands or feet, while changing speed and directions Send and receive a ball to and from a partner in a variety of ways while stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly</p>	<p>Building on locomotion, stability and handling objects skills throughout the PE curriculum Accelerate and decelerate quickly, demonstrating control and stability Sprint over short distances Run over a longer distance, demonstrating endurance Run with a good rhythm and coordination over small obstacles Use a range of throwing techniques, (pull, push, and sling) Throw for distance within a marked zone. Jump for height and distance showing control in landings. Perform jump combinations with rhythm and control Compete against self aiming to improve personal best performances.</p>	<p>First time swimming - Children's personal prior knowledge to be assessed. Y3 Y4 children y3/4 cycle 1 Enter and exit a pool safely using a jump Move around a pool walking, hopping etc Touch the bottom of the pool with different body parts Push and glide from the side holding a float with face in the water showing an understanding of streamlining Float in different shapes Begin to use correct front and back crawl techniques with or without buoyancy aids Change body shape to increase speed through the water Choose the most appropriate way of entering and exiting the pool</p>
Year 5 cycle 1	Target games Boccia, Bowling	Dance	Gymnastics	Invasion Games Hockey	Net and wall games Volleyball	Striking and fielding games Rounders

<p>Building on from previous taught games in year ¾ cycle 1 and year 2. Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball Be able to transition fluently from one type of locomotion skill to another Throw underarm to a partner or towards a target accurately Throw overarm for distance with increasing accuracy Catch a small ball thrown from a partner Catch a large ball thrown from a partner, whilst on the move Dribble a ball with hands or feet, while changing speed and directions Send and receive a ball to and from a partner in a variety of ways while stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly</p>	<p>Building on dance skills Year 2 (and ¾ cycle 1 if year 6) Choreograph a sequence of between four and six movements which can be recalled and repeated.  Use real-life situations or stimuli as a basis to create imaginative movements Participate in a group dance and talk about individual and group contributions Identify and describe shapes and pathways with a dance. Identify and describe dance styles from different eras View and describe dances from other cultures and know where they come from Demonstrate a simple dance from a different culture Describe what they like or dislike about a dance.</p>	<p>Building on gymnastics skills year 2 (and ¾ cycle 1 if year 4) Travel in a variety of ways (skipping, galloping etc) Balance on a variety of large and small body parts ( front, back, and side support, shoulder stand) Move in a clear, fluent and expressive manner Work alongside, away from and towards a partner Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls) Takes weight on hands (progressions towards a cartwheel) Use the five basic jumps and varies them using turns and shape Perform simple partner balances (simple contact, no weight bearing) matching, mirroring and contrasting Vault onto a small box place lengthways.</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 3/4 Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball Be able to transition fluently from one type of locomotion skill to another Throw underarm to a partner or towards a target accurately Throw overarm for distance with increasing accuracy Catch a small ball thrown from a partner Catch a large ball thrown from a partner, whilst on the move Dribble a ball with hands or feet, while changing speed and directions Send and receive a ball to and from a partner in a variety of ways while stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 2. Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball Be able to transition fluently from one type of locomotion skill to another Throw underarm to a partner or towards a target accurately Throw overarm for distance with increasing accuracy Catch a small ball thrown from a partner Catch a large ball thrown from a partner, whilst on the move Dribble a ball with hands or feet, while changing speed and directions Send and receive a ball to and from a partner in a variety of ways while stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 2. Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball Be able to transition fluently from one type of locomotion skill to another Throw underarm to a partner or towards a target accurately Throw overarm for distance with increasing accuracy Catch a small ball thrown from a partner Catch a large ball thrown from a partner, whilst on the move Dribble a ball with hands or feet, while changing speed and directions Send and receive a ball to and from a partner in a variety of ways while stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly</p>
OAA	Striking and fielding Cricket, softball	Swimming	Invasion games Football	Athletics	Swimming

	<p>Building on geography knowledge of using maps.</p> <p>Use maps and diagrams to orientate themselves and travel around a simple course</p> <p>Complete an orienteering activity</p> <p>Find solutions to problems and challenges</p> <p>Show resilience when plans do not work and initiate new ways of working</p> <p>Take part in activities in the natural world</p> <p>Work confidently in familiar and changing environments.</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year ¼ cycle 1</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while stationary.</p> <p>Use a balanced stance to send or receive a ball</p> <p>Be able to change direction quickly</p>	<p>First time swimming - Children's personal prior knowledge to be assessed. Y3</p> <p>Y4 children y3/4 cycle 1</p> <p>Enter and exit a pool safely using a jump</p> <p>Move around a pool walking, hopping etc</p> <p>Touch the bottom of the pool with different body parts</p> <p>Push and glide from the side holding a float with face in the water showing an understanding of streamlining</p> <p>Float in different shapes</p> <p>Begin to use correct front and back crawl techniques with or without buoyancy aids</p> <p>Change body shape to increase speed through the water</p> <p>Choose the most appropriate way of entering and exiting the pool</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 2.</p> <p>Use a variety of locomotor skills in combination with object-control skills eg jogging when dribbling a ball</p> <p>Be able to transition fluently from one type of locomotion skill to another</p> <p>Throw underarm to a partner or towards a target accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown from a partner</p> <p>Catch a large ball thrown from a partner, whilst on the move</p> <p>Dribble a ball with hands or feet, while changing speed and directions</p> <p>Send and receive a ball to and from a partner in a variety of ways while stationary.</p> <p>Use a balanced stance to send or receive a ball</p> <p>Be able to change direction quickly</p>	<p>Building on skills taught in y3/4</p> <p>Accelerate and decelerate quickly, demonstrating control and stability</p> <p>Sprint over short distances</p> <p>Run over a longer distance, demonstrating endurance</p> <p>Run with a good rhythm and coordination over small obstacles</p> <p>Use a range of throwing techniques, (pull, push, and sling)</p> <p>Throw for distance within a marked zone.</p> <p>Jump for height and distance showing control in landings.</p> <p>Perform jump combinations with rhythm and control</p> <p>Compete against self aiming to improve personal best performances.</p>	<p>First time swimming - Children's personal prior knowledge to be assessed. Y3</p> <p>Y4 children y3/4 cycle 1</p> <p>Enter and exit a pool safely using a jump</p> <p>Move around a pool walking, hopping etc</p> <p>Touch the bottom of the pool with different body parts</p> <p>Push and glide from the side holding a float with face in the water showing an understanding of streamlining</p> <p>Float in different shapes</p> <p>Begin to use correct front and back crawl techniques with or without buoyancy aids</p> <p>Change body shape to increase speed through the water</p> <p>Choose the most appropriate way of entering and exiting the pool</p>
Year 5/6 Cycle 2	<p>Target games</p> <p>Golf, Bowling</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Invasion Games</p> <p>Dodgeball</p>	<p>Net and wall games</p> <p>Tennis</p>	<p>Striking and fielding games</p> <p>Cricket,</p>
	<p>Building on from previous taught games in year ¾ cycle 1 and year 2.</p> <p>Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities</p> <p>Use a variety of locomotion and object-control skills to score in small -sided games</p> <p>Throw in a variety of</p>	<p>Building on dance skills Year 2 (and ¾ cycle 1 if year 6)</p> <p>Choreograph a short dance base upon a specific theme or idea</p> <p>Create a dance with a clear beginning, middle and end.</p> <p>Choose appropriate music to accompany the dance</p> <p>Experiment with alternative and imaginative ways of moving by asking, 'How about?'</p> <p>Identify and discuss how</p>	<p>Building on gymnastics skills year 2 (and ¾ cycle 1 if year 6)</p> <p>Create complex and well-executed sequences that include a full range of movements (jumps, rolls, balances, trailing and with on hands) linked fluently and performed with expression.</p> <p>Create a sequence with a partner/small group to</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 3/4</p> <p>Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities</p> <p>Use a variety of locomotion and object-control skills to score in small -sided games</p> <p>Throw in a variety of ways and accurately towards a number of different targets</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 2.</p> <p>Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities</p> <p>Use a variety of locomotion and object-control skills to score in small -sided games</p> <p>Throw in a variety of ways and accurately towards a number of different targets (including a moving target.)</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 2.</p> <p>Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities</p> <p>Use a variety of locomotion and object-control skills to score in small -sided games</p> <p>Throw in a variety of ways and accurately towards a number of different targets</p>

	<p>ways and accurately towards a number of different targets (including a moving target.) Catch a ball in a variety of positions and with differing degrees of force. Pass and receive a ball with the feet, hands or implement while on the move. Maintain a rally with a partner Change levels and pathways quickly and fluently. Move an opponent around by throwing into space. Pass and move quickly into space. Dribble a ball with hands and feet while changing speed and directions, fluently and efficiently. Defend a space or a player Employ feinting</p>	<p>dynamics are used within a dance. Compare and contrast dances from different eras and cultures. Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community. Perform a dance from a different culture demonstrating key features. Describe using a range of vocabulary by watching or performing a dance makes them think and feel.</p>	<p>include simple partner balances.  Practise and refine the gymnastic techniques used in performances Participate in a variety of gymnastic disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics. Vault onto or over a box placed sideways.</p>	<p>(including a moving target.) Catch a ball in a variety of positions and with differing degrees of force. Pass and receive a ball with the feet, hands or implement while on the move. Maintain a rally with a partner Change levels and pathways quickly and fluently. Move an opponent around by throwing into space. Pass and move quickly into space. Dribble a ball with hands and feet while changing speed and directions, fluently and efficiently. Defend a space or a player Employ feinting</p>	<p>Catch a ball in a variety of positions and with differing degrees of force. Pass and receive a ball with the feet, hands or implement while on the move. Maintain a rally with a partner Change levels and pathways quickly and fluently. Move an opponent around by throwing into space. Pass and move quickly into space. Dribble a ball with hands and feet while changing speed and directions, fluently and efficiently. Defend a space or a player Employ feinting</p>	<p>(including a moving target.) Catch a ball in a variety of positions and with differing degrees of force. Pass and receive a ball with the feet, hands or implement while on the move. Maintain a rally with a partner Change levels and pathways quickly and fluently. Move an opponent around by throwing into space. Pass and move quickly into space. Dribble a ball with hands and feet while changing speed and directions, fluently and efficiently. Defend a space or a player Employ feinting</p>
	OAA	Striking and fielding Baseball	Swimming	Invasion games Rugby	Athletics	Swimming
	<p>Building on geography knowledge of using maps. Plan and organise a simple orienteering trail using a variety of map reading and compass skills Participate in a range of problem solving and adventure games, including variables such as non verbal communication, no physical contact etc Embrace both leadership</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year ¼ cycle 1 Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities Use a variety of locomotion and object-control skills to score in small -sided games Throw in a variety of ways and accurately towards a number of different targets (including a moving target.) Catch a ball in a variety of</p>	<p>Jump into the water and submerge Pick up an object from the bottom of the pool. Swim using front/back crawl techniques. Tread water Rotate from back to front and front to back and regain and upright position Coordinate breathing as appropriate for the stroke being used Swim 25 metres unaided Swim through a hoop</p>	<p>Building on from previous taught games in year ¾ cycle 1 and year 2. Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities Use a variety of locomotion and object-control skills to score in small -sided games Throw in a variety of ways and accurately towards a number of different targets (including a moving target.) Catch a ball in a variety of</p>	<p>Building on Athletics in Year 3/4 Accelerate from a variety of static positions Sustain jogging or running at a consistent pace for a few minutes. Pass a relay baton at speed using the correct technique. Sprint over small obstacles maintaining a consistent stride pattern. Throw for distance using the different types of throws and refine performance by analysing technique and</p>	<p>First time swimming - Children's personal prior knowledge to be assessed. Y3 Y4 children y3/4 cycle 1 Jump into the water and submerge Pick up an object from the bottom of the pool. Swim using front/back crawl techniques. Tread water Rotate from back to front and front to back and regain and upright position Coordinate breathing as</p>

	<p>and team roles and gain the commitment and respect of a team</p> <p>Seek support from the team and the experts if in doubt</p> <p>Remain positive in challenging circumstances rallying other if need be.</p> <p>Select appropriate equipment for outdoor and adventurous activities</p> <p>Quickly risk assess conditions and adapt own plans to ensure safety comes first.</p>	<p>positions and with differing degrees of force.</p> <p>Pass and receive a ball with the feet, hands or implement while on the move.</p> <p>Maintain a rally with a partner</p> <p>Change levels and pathways quickly and fluently.</p> <p>Move an opponent around by throwing into space.</p> <p>Pass and move quickly into space.</p> <p>Dribble a ball with hands and feet while changing speed and directions, fluently and efficiently.</p> <p>Defend a space or a player</p> <p>Employ feinting</p>	<p>held vertically under the water</p> <p>Change body shape when floating</p>	<p>positions and with differing degrees of force.</p> <p>Pass and receive a ball with the feet, hands or implement while on the move.</p> <p>Maintain a rally with a partner</p> <p>Change levels and pathways quickly and fluently.</p> <p>Move an opponent around by throwing into space.</p> <p>Pass and move quickly into space.</p> <p>Dribble a ball with hands and feet while changing speed and directions, fluently and efficiently.</p> <p>Defend a space or a player</p> <p>Employ feinting</p>	<p>body shape.</p> <p>Perform triple jump sequences (hop, step and jump) with balance and control</p> <p>Jump for distance from one foot to tow feet and begin to use a short run-up</p> <p>Perform a scissor jump from a short run up.</p>	<p>appropriate for the stroke being used</p> <p>Swim 25 metres unaided</p> <p>Swim through a hoop held vertically under the water</p> <p>Change body shape when floating</p>
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NB. Swimming will happen in a different term for each of the classes in a cycle. They will then swap the swimming unit with the unit that is already in that ½ term.