



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)	Stability	Locomotion	Object control	Stability	Locomotion	Object control
	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Runs safely on whole foot -begins to understand and choose different ways of moving 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Runs safely on whole foot -begins to understand and choose different ways of moving 	<ul style="list-style-type: none"> -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
Nursery Cycle 2 (depending on the child's starting ability)	Stability	Locomotion	Object control	Stability	Locomotion	Object control
	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -runs with spatial awareness and negotiates space successfully adjusting speed or direction to avoid obstacles 	<ul style="list-style-type: none"> -can grasp and release with two hands to throw and catch a large ball, beanbag or object 	<ul style="list-style-type: none"> -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 squat momentarily shifting body 	<ul style="list-style-type: none"> -runs with spatial awareness and negotiates space successfully adjusting speed or direction to avoid obstacles 	<ul style="list-style-type: none"> -can grasp and release with two hands to throw and catch a large ball, beanbag or object

	in a squat momentarily shifting body weight to improve stability.			weight to improve stability.		
Reception	Stability	Locomotion	Object control	Stability	Locomotion	Object control
	-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	-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	-shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	-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 ELG - Demonstrate strength, balance and coordination when playing	-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 ELG - negotiate space and obstacles safely with consideration for themselves and others ELG - move energetically such as running, jumping, dancing, hopping, skipping and climbing.	-shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
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 Reception Make simple decisions Use the terms opponent and teammate	Building on from locomotion, stability and object control from Reception. Building on from moving to music in Music Reception Apply movement adaptations to their	Building on from locomotion, stability and object control from Reception Vary fundamental movement skills by using the movement	Building on from locomotion, stability and object control from Reception and building on from Target games Make simple decisions Use the terms opponent and teammate	Building on from locomotion, stability and object control from Reception. Building on from target games, invasion games. Make simple decisions	Building on from locomotion, stability and object control from Reception. Building on from target games, invasion games and net and wall games Make simple decisions

	<p>Vary fundamental movement skills Decide where and when to pass Keep possession by passing and receiving a ball Recognise space on a court or pitch Use a base position Decide which base to pass depending on position of opponent.</p>	<p>movement techniques eg an unhappy walk Express emotions through facial expressions, gestures and posture. Choose which actions to change with the movement adaptations of space, dynamics, and relationships</p>	<p>adaptations of how, where and with whom, or what to add interest to a sequence Make decisions based on which actions are best performed on apparatus. Make decisions on the choice of actions to be performed ensuring smooth links.</p>	<p>Vary fundamental movement skills Decide where and when to pass Keep possession by passing and receiving a ball Recognise space on a court or pitch Use a base position Decide which base to pass depending on position of opponent.</p>	<p>Use the terms opponent and teammate Vary fundamental movement skills Decide where and when to pass Keep possession by passing and receiving a ball Recognise space on a court or pitch Use a base position Decide which base to pass depending on position of opponent.</p>	<p>Use the terms opponent and teammate Vary fundamental movement skills Decide where and when to pass Keep possession by passing and receiving a ball Recognise space on a court or pitch Use a base position Decide which base to pass depending on position of opponent.</p>
Year 2	<p>Target games Boccia, Bowling</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Invasion Games Dodgeball, Football</p>	<p>Net and wall games Multi-skills, Volleyball</p>	<p>Striking and fielding games Rounders, Cricket</p>
	<p>Build on from target games in year 1 Make simple decisions Use the terms opponent and teammate Vary fundamental movement skills Decide where and when to pass Keep possession by passing and receiving a ball Recognise space on a court or pitch Use a base position Decide which base to pass depending on position of opponent.</p>	<p>Build on from dance in year 1 Apply movement adaptations to their movement techniques eg an unhappy walk Express emotions through facial expressions, gestures and posture. Choose which actions to change with the movement adaptations of space, dynamics, and relationships</p>	<p>Build on from Gymnastics in year 1 Vary fundamental movement skills by using the movement adaptations of how, where and with whom, or what to add interest to a sequence Make decisions based on which actions are best performed on apparatus. Make decisions on the choice of actions to be performed ensuring smooth links.</p>	<p>Build on Invasion games year 1 Make simple decisions Use the terms opponent and teammate Vary fundamental movement skills Decide where and when to pass Keep possession by passing and receiving a ball Recognise space on a court or pitch Use a base position Decide which base to pass depending on position of opponent.</p>	<p>Build on net and wall games in year 1 Make simple decisions Use the terms opponent and teammate Vary fundamental movement skills Decide where and when to pass Keep possession by passing and receiving a ball Recognise space on a court or pitch Use a base position Decide which base to pass depending on position of opponent.</p>	<p>Build on striking and fielding games in year 1 Make simple decisions Use the terms opponent and teammate Vary fundamental movement skills Decide where and when to pass Keep possession by passing and receiving a ball Recognise space on a court or pitch Use a base position Decide which base to pass depending on position of opponent.</p>
Year $\frac{3}{4}$ Cycle 1	<p>Target games Boccia, Bowling</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Invasion Games Hockey</p>	<p>Net and wall games Volleyball,</p>	<p>Striking and fielding games Rounders</p>
	<p>Building on target games skills y2 Use a variety of locomotor skills in combination with</p>	<p>Building on dance skills Year 2 Choreograph a sequence of between four and six movements which can be</p>	<p>Building on gymnastics skills year 2 Travel in a variety of ways (skipping, galloping etc)</p>	<p>Building on Invasion games skills year 2 Use a variety of locomotor skills in combination with object-control skills eg</p>	<p>Building on Net and wall games Year 2 Use a variety of locomotor skills in combination with object-control skills eg</p>	<p>Building on striking and fielding games year 2 Use a variety of locomotor skills in combination with object-control skills eg</p>

	<p>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>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>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 place lengthways.</p>	<p>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>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>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>
	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</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 accurately</p> <p>Throw overarm for distance with increasing accuracy</p> <p>Catch a small ball thrown</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 holding a float with face in the water showing an</p>	<p>Building on previous games taught in year 2 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>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 obstacles</p> <p>Use a range of throwing techniques. (pull, push, and sling)</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 holding a float with face in the water showing an understanding of streamlining</p>

	<p>the natural world Work confidently in familiar and changing environments.</p>	<p>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>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>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>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>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 ¾ cycle 2	<p>Target games Bowling, Golf</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Invasion Games Dodgeball</p>	<p>Net and wall games Tennis</p>	<p>Striking and fielding games Cricket</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</p>	<p>Building on dance skills Year 2 (and ¾ cycle 1 if year 4) 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</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</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</p>

	stationary. Use a balanced stance to send or receive a ball Be able to change direction quickly		bearing) matching, mirroring and contrasting Vault onto a small box place lengthways.		Be able to change direction quickly	quickly
	OAA	Striking and fielding Baseball	Swimming	Invasion games Basketball	Athletics	Swimming
	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.	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	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	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	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.	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
Year ¾ cycle 1	Target games Boccia, Bowling	Dance	Gymnastics	Invasion Games Hockey	Net and wall games Volleyball	Striking and fielding games Rounders
	Building on from previous taught games in year ¾ cycle 1 and year 2. Use a variety of	Building on dance skills Year 2 (and ¾ cycle 1 if year 6) Choreograph a sequence of between four and six	Building on gymnastics skills year 2 (and ¾ cycle 1 if year 4) Travel in a variety of	Building on from previous taught games in year ¾ cycle 1 and year 3/4 Use a variety of locomotor	Building on from previous taught games in year ¾ Use a variety of locomotor skills in combination with	Building on from previous taught games in year ¾ cycle 1 and year 2. Use a variety of locomotor

	<p>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>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>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 place lengthways.</p>	<p>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>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>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>
	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	Target games Golf, Bowling	Dance	Gymnastics	Invasion Games Dodgeball	Net and wall games Tennis	Striking and fielding games Cricket,
	<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>
<p>OAA</p>	<p>Striking and fielding Baseball</p>	<p>Swimming</p>	<p>Invasion games Rugby</p>	<p>Athletics</p>	<p>Swimming</p>
<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.