

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. EYFS Statutory Educational Programme					
Fine motor Daily opportunities for fine motor activities	Shows an interest in one handed tools. Copy some aspects of whole body action rhymes. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance.	Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Begin to use one handed tools with support (hand over hand). Copy most aspects of whole body action rhymes.	Copy all aspects of whole body action rhymes and challenges. Use a fork and spoon independently. Make marks with different size pens with a palmer grip	Independently uses one handed tools to begin to make snips. Using pincer movements to pick up small items or nip malleable materials. Post and thread. Imitate a tooth brushing routine.	Weave materials into frames. Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing.	Use a knife and fork independently. Use a tripod grip to make marks, including enclosed spaces. Repeat the same mark making movement with control and ascribe meaning to marks. Uses one handed tools and equipment independently for example to make snips in paper.
Gross motor Children take part in daily wake up, shake up linked to squiggle Whilst you Wiggle' movements. Free flow access to the outdoors for large Physical development.	Jump two feet to two feet on the spot. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Climb steps or stairs with alternate feet, using a hand for support.	Make marks with large tools using arms and shoulders. Run and freeze on command. Climb apparatus with alternate feet, using own hands for support. Kick. Roll, chase and collect a ball. Drive scooters, bikes and trikes by pushing feet.	Use the toilet independently, managing clothing and washing hands without a reminder. Bowl, roll, chase and collect, tyres and barrels. Hop on the spot and on the move.	Take own coat/cardigan/jumper off and put it on. Ride pedalled vehicles. With an adults hand travel above floor height by walking or crawling.	Develop techniques for working simple mechanisms. Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement.	Play follow my leader in a small group, imitating a range of gross motor movements. Collaborate with others to transport large items safely. Compete in a simple challenge with adult support. Copy adults to move in a variety of ways

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. EYFS Statutory Educational Programme					
Fine motor Daily opportunities for fine motor activities	<p>Use pincer movements to thread & peg.</p> <p>Use small tap hammers with accuracy.</p> <p>Participate in hand action songs Use a fork and spoon at lunchtimes Put on own coats & lunchtime bibs and attempt fastenings.</p> <p>Pull off jumpers and cardigans with increasing independence.</p> <p>Blow own nose and dispose of tissue.</p> <p>Pencil grip: Begin to use tripod grip.</p> <p>Scissor skills: Cutting along lines, using developmentally appropriate scissor</p>	<p>Join and separate small construction kit components by clicking and twisting.</p> <p>Use small screwdrivers to screw into pumpkins/soft wood.</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p> <p>Use a fork and spoon at lunchtimes Put on own coats & lunchtime bibs and attempt fastenings.</p> <p>Pull off jumpers and cardigans with increasing independence.</p> <p>Take off own shoes and put back on.</p> <p>Blow own nose and dispose of tissue.</p> <p>Complete a 6 piece jigsaw .</p> <p>Pencil grip: Begin to use tripod grip.</p> <p>Scissor skills: Cutting along lines, using developmentally appropriate scissor</p>	<p>Weave, thread and tie.</p> <p>Continue to develop confidence and skill in using tap hammers and screwdrivers.</p> <p>Carry and control small equipment.</p> <p>Use a knife, fork and spoon at lunchtimes.</p> <p>Take off own jumper and turn correct way, pull arms through coat.</p> <p>Take off own shoes and put back on.</p> <p>Complete a 10+ piece jigsaw.</p> <p>Pencil grip: Use tripod grip, holding pencil between thumb and two fingers.</p> <p>Scissor skills: Cut and turn along outlines.</p>	<p>Continue to develop confidence and skill in using tap hammers and screwdrivers.</p> <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>Control small games equipment when transporting, collecting and throwing.</p> <p>Use a knife, fork and spoon at lunchtimes.</p> <p>Take off own jumper and turn correct way, pull arms through coat.</p> <p>Take off own shoes and put back on, fastening Velcro fastenings.</p> <p>Complete a 10+ piece jigsaw.</p> <p>Pencil grip: Use tripod grip, holding pencil between thumb and two fingers.</p> <p>Scissor skills: Cut and turn along outlines.</p>	<p>Use hammer and screwdriver skills to join and connect two or more pieces of wood.</p> <p>Join & assemble with tape and glue.</p> <p>Use fine mark-making tools to create texture and pattern in clay.</p> <p>Control printing tools to create a desired effect.</p> <p>Dismantle objects and mechanisms using a range of hand actions.</p> <p>Use a knife & fork at lunchtimes.</p> <p>Know how to button and unbutton own clothing.</p> <p>Take off own shoes and put back on, fastening Velcro fastenings.</p> <p>Complete a 20 piece jigsaw.</p> <p>Pencil grip: Use tripod grip effectively to forma letters and shapes.</p> <p>Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper.</p>	<p>Use hammer and screwdriver skills to join and connect two or more pieces of wood.</p> <p>Use tools to cut and join safely under supervision.</p> <p>Use hand moulding and building techniques with malleable materials.</p> <p>Use fine pincer mark-making tools with precision.</p> <p>Use a range of tools to dismantle mechanisms.</p> <p>Take off own shoes and put back on, beginning to tie laces.</p> <p>Use a knife & fork at lunchtimes.</p> <p>Complete a 20 piece jigsaw.</p> <p>Pencil grip: Use tripod grip effectively to forma letters and shapes.</p> <p>Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper.</p>
Gross motor Children take part in daily wake up, shake up linked to squiggle Whilst you Wiggle' movements. Free flow access to the outdoors for large Physical development.	<p>Stack, align and balance blocks of different shapes and sizes.</p> <p>Move safely in a large space, negotiating obstacles.</p> <p>Change direction. Stop quickly Use OPAL equipment to create, climb and balance.</p>	<p>Stack, aligning, balancing with magnetic joints.</p> <p>Travel in different ways with control and co-ordination.</p> <p>Dig with trowels and hand forks Jump in different ways.</p> <p>Use OPAL equipment to create, climb and balance.</p>	<p>Recognise body changes during exercise.</p> <p>Travel across simple obstacle courses Use OPAL equipment to create, climb and balance.</p>	<p>Travel across more complex obstacle courses including changes of height.</p> <p>Use OPAL equipment to create, climb and balance.</p>	<p>Control large scale tools, including watering cans.</p> <p>Use parachute developing wrist and shoulder control.</p> <p>Control and steer a ball by hand. Use OPAL equipment to create, climb and balance. Play team games/races, involving gross motor movements, balance, obstacle activities moving over, under, through and around.</p>	<p>Bounce a ball on the spot or on the move.</p> <p>Roll or throw a ball underarm at a target.</p> <p>Control large scale tools including watering cans. Stack and align irregular and natural objects.</p> <p>Use OPAL equipment to create, climb and balance.</p>

Aims

Develop competence to excel in a broad range of physical activities
 Are physically active for sustained periods of time
 Engage in competitive sports and activities
 Lead healthy, active lives.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	1	Fundamentals	Fundamentals	Games	Games	Multi-skills	Multi-skills
Knowledge		<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.
Vocabulary	Striking, Catching, Own space, Team, Speed , Direction, Passing, Controlling, Shooting, Scoring						

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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	2	Fundamentals	Fundamentals	Games	Games	Multi-skills	Multi-skills
Knowledge		<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.
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Breadth	3	Invasion Games (Basketball)	Invasion Games (Football)	Invasion Games (Hockey)	Net/Wall (Tennis)	Striking & Fielding (Cricket)	Striking & Fielding (Rounders)
Knowledge		<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Strike a ball with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.
Vocabulary	Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Hitting, Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending						

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Breadth	4	Invasion Games (Rugby) Newcastle Falcons	Invasion Games (Basketball)	Invasion Games (Hockey)	Net/Wall (Tennis)	Striking and fielding (Cricket)	Swimming
Knowledge		<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Swim unaided up to 25 metres • Use one basic stroke, breathing correctly. • Control leg movements. • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.
Vocabulary	Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Hitting, Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending						

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Breadth	5	Invasion games (Netball)	Invasion games (Football)	Invasion Games (Hockey)	Striking and Fielding (Cricket)	Net/Wall (Tennis)	Striking and fielding (Rounders)
Knowledge		<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work with team mates in order to gain points or possession. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work with team mates in order to gain points or possession. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Pass to team mates at appropriate times. Lead others and act as a respectful team member.
Vocabulary	Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Hitting, Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand						

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Breadth	6	Invasion Games (Rugby) Newcastle Falcons	Invasion Games (Netball)	Invasion Games (Football)	Striking and Fielding (Cricket)	Net/Wall (Tennis)	Striking & Fielding (Rounders)
Knowledge		<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone with team mates in order to gain points or possession. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Work alone or with team mates in order to gain points or possession. Use forehand and backhand when playing racket games. Defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work with team mates in order to gain points or possession. Strike a bowled ball with accuracy. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work with team mates in order to gain points or possession. Strike a bowled ball with accuracy. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.
Vocabulary	Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Hitting, Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand						

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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	1	Dance	Gym	Dance	Dance	Athletics & Fitness	Athletics & Fitness
Knowledge		<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.
Vocabulary	Dance - Travel, Stillness, Direction, Space, Body parts, Levels, Speed Gymnastics - Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow						

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Breadth	2	Dance	Gym	Dance	Gym	Athletics & Fitness	Athletics & Fitness
Knowledge		<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.
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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	3	Gym	Dance	Gym	Dance	Athletics & Fitness	Athletics and fitness
Knowledge		<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.
Vocabulary	Dance - Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Space, Repetition, Action and reaction, Pattern Gymnastics - Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow, stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance						

Aims

Develop competence to excel in a broad range of physical activities
 Are physically active for sustained periods of time
 Engage in competitive sports and activities
 Lead healthy, active lives.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	4	Gym	Dance	Gym	Dance	Athletics & Fitness	Swimming
Knowledge		<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Swim unaided up to 25 metres Use one basic stroke, breathing correctly. Control leg movements. Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water.
Vocabulary	Dance - Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Space, Repetition, Action and reaction, Pattern Gymnastics - Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow, stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance						

Aims

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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	5	Dance	Gym	Dance	Gym	Athletics & Fitness	Athletics & Fitness
Knowledge		<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
Vocabulary	Dance - Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Space, Repetition, Action and reaction, Pattern, Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction Gymnastics - Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow, stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance, Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation						

Aims

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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	6	Dance	Gym	Dance	Gym	Athletics & Fitness	Athletics & Fitness
Knowledge		<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
Vocabulary	<p>Dance - Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Space, Repetition, Action and reaction, Pattern, Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction</p> <p>Gymnastics - Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow, stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance, Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation</p>						

