

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR ONE	Physical Literacy	Target Games	Dance	Team Games	Attacking and	Athletics	Key Stage One General
					Defending		Technique, Respect, Fitness,
	- How to move	 Aim and reach 	-How to use	-Show accuracy		-In this unit children	Flexibility, patterns, patterns,
	competently	a variety of	movement to explore	in throwing and	-To practice basic	explore running, jumping	Confident, Challenge,
	and	targets; into,	and communicate	aiming	movements	and throwing activities	Balance, Apply, agility and co-
	confidently	onto, at	ideas and issues, and		including	and take part in simple	ordination
		- Demonstrate	their own feelings and	- To use skills in	running,	challenges and	Dance Specific
	- How to	underarm	thoughts. As they	different ways	jumping,	competitionsThey	words to describe travel and
	manipulate	throwing	work, they develop an	to try to win	throwing and	experiment with	stillness, eg gallop, skip,
	objects with	when aiming	awareness of the	points.	catching	different ways of	jump,
	control	at targets	historical and cultural			travelling, throwing and	hop, bounce, spring, turn,
	- To	 Use positional 	origins of different	-How to work	-To begin to	jumping, increasing their	spin, freeze, statue
	demonstrate	and	dances.	collaboratively	engage in	awareness of speed and	words to describe direction,
	balance and	descriptive	- explore basic body	as a team.	competitive	distance.	eg forwards, backwards,
	control	language to	actions; begin to make	- To	activities		sideways
	- Explain how	support	single movements and	communicate			words to describe space, eg
	we can move	success in	combine movements	in a variety of	-To experience	Joy of movement	near, far, in and out, on the
	in a variety of	target games	using different parts	ways.	opportunities to		spot,
	ways	-	of the body		improve agility,	Building Resilience	own
				Joy of	balance and		beginning, middle, end
	Joy of movement	Joy of movement		movement	coordination	Personal challenge	words to describe moods
			Joy of movement				and feelings (expressive
	Building Resilience	Building Resilience		Building	Joy of movement		qualities),
			Building Resilience	Resilience			eg jolly, stormy
	Personal	Personal challenge			Building		words to describe the nature
	challenge		Personal challenge	Personal	Resilience		of movement (dynamic
				challenge			qualities), eg fast, strong,
					Personal		gentle
					challenge		Attacking and defending Specific
							Attack, catch, compete, defend,
							over-arm, play against, receive,

Through Year 1 Physical education learning units we will aim to

- inspire their curiosity
- encourage and support them to begin to ask perspective questions
- model how to think critically asking open ended questions, helping them make sense of the world around them, helping them ask questions and make value judgements, and try to figure things out if they don't make sense- encourage and model to children to agreement and disagreement, Ask 'Why?', can you explain ..., Tell me more ... What would happen if ...
- Begin to understand and recognise causes & consequences, similarity, difference & significance of these.
- Begin to move confidently and creatively with control, balance and coordination using a range of large and small movements. Safely negotiating space both in indoors and outdoors areas.
- Begin to Understands and explains which activities are good for our health and why it is important to be physically active and eat healthy.
- Can dress and undress for PE promptly with minimum help and will communicate appropriately, selecting, preparing and handling resources effectively.
- Plays nicely with other children cooperating, taking turns and can work together in small teams
- Describe what happens to the body during a warm-up activity

rolling, send, throw, under-arm.

Significant individuals

Local athletes, National athletes,
International athletes

Fundamental skills

master basic movements
including running, jumping,
throwing and catching, as well as
developing balance, agility and
co-ordination, and begin to apply
these in a range of activities



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR TWO	Physical Literacy	Target Games	Dance	Team Games	Attacking and Defending	Athletics	Key Stage One General Technique, Respect, Fitness,
	- How to perform a range of movements competently and confidently	 Aim and reach a variety of targets; into, onto, at Demonstrate underarm throwing when aiming at targets 	-How to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an	-Show accuracy in throwing and receiving in a variety of ways - continue to use skills in different ways to try to win points.	-Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball.	-In this unit children explore running, jumping and throwing activities and take part in simple challenges and competitionsThey experiment with different ways of travelling, throwing and	Flexibility, patterns, patterns, Confident, Challenge, Balance, Apply, agility and co- ordination Dance Specific beginning, middle, end words to describe moods and feelings (expressive qualities),
	manipulate objects in a variety of ways. To demonstrate varied range of balances	- Use positional and descriptive language to support success in target games	awareness of the historical and cultural origins of different dances explore basic body actions; begin to make single movements and	-How to work collaboratively as a team. - Continue to communicate in a variety of ways.	-They develop their understanding of attacking and defending. They have the opportunity to	jumping, increasing their awareness of speed and distance. Joy of movement Building Resilience Personal challenge	eg jolly, stormy words to describe the nature of movement (dynamic qualities), eg fast, strong, gentle Travel, turn, jump, gesture, stillness, mood, feelings, freeze, colours- black, blue,
	using different body parts - Explain how we can move creatively. Joy of movement Building Resilience Personal challenge	- Demonstrate consistency and accuracy in bouncing, kicking, throwing. Joy of movement Building Resilience Personal challenge	combine movements using different parts of the body Joy of movement Building Resilience Personal challenge	- engage in competitive sports and activities Joy of movement Building Resilience Personal challenge	play uneven and even sided games. -They learn how to score points in these types of games and how to play to the rules. This scheme lends		anger, mysterious, scary, stamp, punch, push, kick, pounce, curl, leap, stretch, body parts, action, motif, levels, speed, direction, shape, observe, perform. Attacking and defending Specific Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm. Score, Point, challenge, tackle, shoot, pass.

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		itsel			Significant individuals
		deve	eloping the		Local athletes, National athletes,
		follo	wing		International athletes
		pers	onal and		
		soci	al whole child		Fundamental skills
		obje	ectives:		master basic movements
		Joy (of movement		including running, jumping,
		Buile	ding		throwing and catching, as well as
		Resi	lience		developing balance, agility and
		Pers	onal		co-ordination, and begin to apply
		chal	lenge		these in a range of activities
Through Year 2 PE learning units we will a	im to	<u>.</u>			
o inspire pupils' curiosity					
	them to ask perspective o	questions			
 model how to think critical 	cally – asking open ended	d questions, helping ther	n make sense of	the world around them,	
helping them ask questi	ons and make value judge	ements, and try to figure	things out if the	ey don't make sense-	
· ·	children to agreement a		•	•	
What would happen if	_	,			
Continue to move confidently and		balance and coordination	n usina a ranae (of larae and small	
movements. Safely negotiating s			3 3	, ,	
 Continue to Understands and exp 			why it is import	ant to be physically active	
and eat healthy.		5 5	, , ,	, , , , , , , , , , , , , , , , , , , ,	
Can dress and undress for PE pro	mntly with no heln and w	vill communicate annronr	iately selectina	nrenaring and handling	
resources effectively.	mpery with no nerp and w	m communicate appropr	racery, serecenty,	, preparing and namaling	
 Plays nicely with other children c 	noneratina takina turns c	and can work together in	small teams		
 Describe what happens to the bo 		_	Siliali teallis		
Pupils will be given the opportun	-		nfidanca ta achi	ious their hest and	
		· · · · · · · · · · · · · · · · · · ·	-		
competence when performing sk	iis. Triey wiii unuerstana t	the importance of abiain	g by rules to kee	ep themselves and others	
safe.	on baninaina ta aasaa t	analask akkson Isomi	4		
Pupils will develop character when		_		· · · · · · · · · · · · · · · · · · ·	
use appropriate vocabulary to de					
 recognise and describe what the 				ges in heart rate).	
 understand and play to the rules 	-	use and vary simple tact	ics.		
 Perform dances using simple mo 	rement patterns				



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR THREE	Fundamental Movement skills There are twelve basic fundamental movement skills considered to be building blocks for movement. The twelve fundamental movement skills presented in this unit are: catch, kick, run (sprint), hop, skip, vertical jump, side gallop, overarm throw, ball bounce, leap, dodge and forehand strike. Joy of movement Building Resilience Personal challenge Critical thinking and Action	In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations. Joy of movement Building Resilience Personal challenge Critical thinking and action	The children will learn to use improvisation; design their own dance moves; link and combine movements; perform with expression; respond to different stimulus and create and perform a dance phrase applying their newly developed skills. They will develop their skills of cooperation, working both in pairs and small groups to create these movement phrases.	In this unit children focus on developing the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. -They learn to direct the ball towards the target area and away from their opponent. -In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. -In net/wall games, players achieve this by sending a ball (or other implement) towards a court or target area which their opponent is	Invasion Games know some of the basic principles of invasion games; • recognise and begin to apply basic attacking skills such as dodging, with some success; • recognise and begin to apply basic defending skills such as marking and intercepting, with some success; • pass, receive and travel with a ball in a variety of ways with increasing control and accuracy; • identify and use tactics to help themselves and their team keep possession of the ball; • use space well to pass and receive a	-They are set challenges for distance and time that involve using different styles & combinations of running, jumping & throwing. -They are set challenges for distance and time that involve using different styles & combinations of running, jumping & throwing. -As in all athletic activities, children think about how to achieve the greatest speed, height, distance or accuracy Joy of movement Building	VOCABULARY Lower Key Stage 2 General Target, Footwork, Attack, Defence, Accurate, Collaboration, Balance, Teamwork, Tactic, Skill, Technique, Warm-up, Cooldown, Fitness, Control, Acceleration, Decision making Speed, Coordination, Fielding, Striking, Dance Specific Words to describe actions, dynamics, space and relationships Words to describe group formations, eg square, circle, line Partner, copy, follow lead Unison, canon, repeat Structure Motif Dance phrase Improvisation, explore Character Narrative, costume, props Describe, analyse Significant individuals Local athletes, National athletes, International athletes

	Joy of movement Building Resilience Personal challenge Critical thinking and action	defending. - The aim is to get the equipment to land in the target area and make it difficult for the opponent to return it. Joy of movement Building Resilience Personal challenge	ball. Joy of movement Building Resilience Personal challenge	Resilience Personal challenge Critical thinking and action	Outdoor adventurous activities skills Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Basic movements including running, jumping Developing balance, agility and co-ordination.
Through Year 3 PE learning units we will aim inspire pupils' curiosity begin to independently ask perspective que begin to independently think critically — ask them ask questions and make value judgeme children to agreement and disagreement, As through discussion with peers develop pers develop dance motifs by adapting original id to vary the levels, methods of travel, speed, repeating movements and experimenting wi different dynamics; take some responsibility for their own skill identify how specific activity affects their b use movements to tell a narrative; combine and link an increasing number of movement phrases and patterns; create fluent movements, using precision a control; show an awareness of other's movements, responding accordingly with their own movements; know the difference between attack and d pass, receive and travel with a ball with sor control and accuracy; with guidance, begin to use basic attacking defending skills such as marking, dodging an intercepting; follow rules in simple invasion games.	estions ing open ended quesents, and try to figure k 'Why?', can you expective and judgeme eas th progression ody. efence; me and	things out if they don't no clain, Tell me more V	nake sense- encourage	and model to	•Throwing and catching. •Realise that activities need thinking through, and recognise that planning is useful •choose sensible skills and approaches for the challenges set •Meet the challenges effectively in teams



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR FOUR	Fundamental	OAA	Dance	Net and Wall Games	Invasion Games	Athletics	Lower Key Stage Two General
	Movement skills				. This unit lays the		Target, Footwork, Attack,
		describe how the	-Demonstrate a	 Understand the 	foundations for		Defence, Collaboration,
	There are twelve	body reacts at	range of dance	concept of open space,	future invasion	-In this unit pupils	Balance, Teamwork, Tactic, Skill,
	basic fundamental	different	techniques, such	maintaining a rally,	games units, in	will further	Technique, Warm-up, Cool-
	movement skills	times within the	as unison, canon,	defending a space and	which children	develop their	down, Fitness, Control,
	considered to	exercise period and	repetition	setting up an attack for	will play more	ability to	Acceleration, Decision making
	be building blocks	how this		net/wall games	challenging	throw/jump for	
	for movement.	affects their	Combine and link		games involving a	distance, using a	Speed, Coordination, Fielding,
		performance;	an increasing	Demonstrate correct	greater	range of objects	Striking, Power, Performance
	The twelve	explain why	number of	V-grip of a racket	number of	and over	Rule
	fundamental	exercise is good for	movement		players.	increasing	
	movement skills	their health;	phrases and	 Demonstrate proper 		heights.	Dance Specific
	presented in this	 follow a map to 	patterns.	ready position, proper	They will learn a	Pupils will	
	unit	move around a less		execution and follow	wider range of	accurately	Words to describe actions,
	are: catch, kick,	familiar space;	Respond and	through of a forehand	techniques, how	replicate athletic	dynamics, space and
	run (sprint), hop,	 follow a map with 	react accordingly	serve	to plan tactics as	challenges and	relationships
	skip, vertical jump,	increasing accuracy	to their partners/		a team, and how	competitions that	
	side gallop,	and	group members	 Control how much 	to apply them as	require thought,	Words to describe group
	overarm	confidence, within a	dance	power is required to	a team	speed and	formations, eg square, circle, line
	throw, ball	set time limit;	movements	send the equipment	member.	stamina.	, , , , , , , , , , , , , , , , , , , ,
	bounce, leap,	 be able to bring the 		various distances			Partner, copy, follow lead
	dodge and	correct equipment	Joy of movement		They will learn	In all athletic	, 17,
	forehand strike.	for	Building	In all games activities,	that they can use	activity, pupils	Unison, canon, repeat
		the activity;	Resilience	children have to think	invasion games	will engage in	
	Joy of movement	show leadership	Personal	about how they use	skills in different	performing skills,	Structure
	Building Resilience	skills with growing	challenge	skills, strategies and	ways in other	measuring and	
	Personal challenge	confidence;	Critical thinking	tactics to outwit the	types of game.	recording their	Motif
	Critical thinking	• be aware of	and action	opposition.	They will also find	own	
	and Action	dangers presented by			out how	performance.	
		weather		Joy of movement	playing games can		

	conditions and be		Building Resilience	contribute to	To be able to	Dance phrase
	able to explain what		Personal challenge	good health.	follow safety	·
	they		Critical thinking and		procedures and	Improvisation, explore
	would do in different		Action	They will learn	handle specific	
	situations.			how to evaluate	equipment	Character
	Joy of movement			their own and		
	Building Resilience			others'	Joy of movement	Narrative, costume, props
	Personal challenge			performances,	Building	
	Critical thinking and			and how to	Resilience	Describe, analyse, interpret,
	action			identify a focus	Personal	evaluate
				for improvement.	challenge	
				Invasion games	Critical thinking	Communication
				skills will be used	and action	
				in different ways		Significant individuals
				in net games and		Local athletes, National athletes,
				in striking and		International athletes
				fielding games,		
				and some of the		Outdoor adventurous activities
				skills will also be		<u>skills</u>
				Used in athletic		• Use compass directions (north,
				activities.		south, east and west) and
				Joy of movement		locational language (e.g. near
				Building		and far) to describe the location
				Resilience		of features and routes on a map.
				Personal		
				challenge		Developing balance, agility and
_	arning units we will aim t	0				co-ordination.
•inspire pupils' curios	•					
	ntly ask perspective ques					Realise that activities need
			ions, helping them make			thinking through, and recognise
•			things out if they don't ma	•		that planning is useful
			lain, Tell me more Wl	nat would happen if	•	
_	with peers develop persp					•choose sensible skills and
•		•	methods of travel, speed,			approaches for the challenges set
-	s and experimenting with			an aballand		•Most the shallowers offertively
• take responsibility f		•Meet the challenges effectively				
	c activity affects their bo	ay.				in teams
• use movements to	•		d			Co-operation/ teamwork;
	n increasing number of m		a patterns;			problem solving; map reading
	ments, using precision ar		de contada ala ata accoma de			using keys and symbols; planning
			ly with their own movem	ents;		and recording in different
evaluate their own	performance and sugges	t ways to improve it.				activities.

 know the difference between attack and defence; pass, receive and travel with a ball with some control and accuracy; Continue to use basic attacking and defending skills such as marking, dodging and intercepting; know what they and their team needs to do to keep possession and contribute to this occasionally; follow rules in simple invasion games. 	A range of OAA activities in familiar environments; working individually, in pairs and small groups.
	Responding to challenges and problem-solving tasks in different environments; correct use of appropriate equipment; understanding of safe practice.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR FIVE	Fundamental	OAA	Dance	Striking and Fielding	Invasion Games	Athletics	Upper Key Stage Two General
	Movement skills	Gain knowledge of	perform with	In this unit children			Target, Footwork, Attack,
		map colours and	expression and	develop the range and	develop flexibility,	identify and show	Defence, Formation, Fluency,
	There are twelve	common basic	improvise freely	quality of their skills	strength,	knowledge of	Accurate, Collaboration, Balance,
	basic	symbols	using a range of	and understanding.	technique, control	some athletic	Teamwork, Tactic, Skill,
	fundamental		continual	They learn how to play	and balance.	events and	Technique, Warm-up, Cool-
	movement skills	Use maps and	movements and	the different roles of		techniques;	
	considered to	diagrams to orientate	patterns.	bowler, wicket-keeper,	To play		down, Fitness, Control,
	be building	themselves and		backstop, fielder and	competitive	practise existing	Acceleration, Decision making
	blocks for	successfully navigate	work	batter.	games, modified	basic running,	Speed, Coordination, Fielding,
	movement.	around a simple	collaboratively in		where	throwing and	Striking, Power, Performance
		course	pairs and small	In all games activities,	appropriate and	jumping skills;	Rule
	The twelve		groups to	children have to think	apply basic	practise reaction	
	fundamental	Undertake simple	communicate a	about how they use	principles suitable	times and	Dance Specific
	movement skills	orienteering	dance idea.	skills, strategies and	for attacking and	investigate	
	presented in this	exercises both		tactics to outwit the	defending.	different sprint	Words to describe actions,
	unit	indoors and in the	create their work in	opposition.		starts;	dynamics, space and
	are: catch, kick,	school grounds	the context of a	In striking and fielding	To have	show that they	relationships
	run (sprint), hop,		whole dance.	games, players achieve	knowledge of the	are beginning to	relationships
	skip,	Apply the safety		this by striking a ball	key principles of	develop their	Words to describe group
	vertical jump,	considerations	demonstrate the	and trying to deceive	attack and	technique for the	formations, eg square, circle, line
	side gallop,	required when	ability to refine	or avoid fielders, so	defend.	most effective	Tormations, eg square, circle, line
	overarm	participating in a	their movements in	that they can run		sprint start;	Partner, copy, follow lead
	throw, ball	particular activity	order to improve	between wickets or	To compete fairly	develop their	Farther, copy, follow lead
	bounce, leap,		performance.	around bases to score	and respectfully	running	Unison, canon, repeat
	dodge and	Participate in a range		runs. When fielding,	with others	technique for	omson, canon, repeat
	forehand strike.	of activities which	remember and	they try to prevent	Joy of movement	sprinting,	Structure
		involve working with	perform complete	runs or points being		showing some	Structure
	Joy of movement	and trusting others	dances.	scored.	Building	coordination and	Motif
		Joy of movement		Joy of movement	Resilience	control;	
	Building						

Resilience	Building Resilience	Joy of movement	Building Resilience	Personal challenge	Joy of movement	Dance phrase
Personal challenge Critical thinking and Action	Personal challenge Critical thinking and action	Building Resilience Personal challenge Critical thinking and action	Personal challenge Critical thinking and Action	Critical thinking and action	Building Resilience Personal challenge	Improvisation, explore Character Narrative, costume, props
					Critical thinking and action	Describe, analyse, interpret, evaluate
	learning units we will ain					Communication Gesture
- Demonstrate p - Demonstrate p - Demonstrate p - Create structu - Safety, fair pla - Demonstrate s - Describe the in - Demonstrate f - Demonstrate l - use running, ju - play competiti - develop flexib - perform dance - take part in ou	proper technique to send proper technique to rece pred, repeatable sequence by and leadership safe use of equipment ar importance of warm-up a fair play in physical activity leadership in ph	ion), movement, and for an object (e.g., kick, state) an object (e.g., kick, state) an object (e.g., catch) an object of non-locomotor, load facilities to avoid put and cool-down routines ty. civity tching in isolation and it are appropriate, and appropriate, and appropriate appropriate and to the control and balance ment patterns activity challenges both	allow through phases of a strike, throw) at varying disect while adjusting to vary occomotor, and manipulating self and others at risk for specific activities (e.g. in combination ply basic principles suitable in individually and within a trate improvement to ach	tances in predictable ing speeds and difference we movement skills. c. , safety, efficiency, for e for attacking and defined	ent levels. ocus). efending	 Words to describe choreographic devices, eg unison, canon, repetition, action and reaction, question and answer Myth, legend Mobilise joints Diet Significant individuals Local athletes, National athletes, International athletes Outdoor adventurous activities skills Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location

of features and routes on a map.
Basic movements including running, jumping
• Developing balance, agility and co-ordination.
•Realise that activities need thinking through, and recognise that planning is useful
•choose sensible skills and approaches for the challenges set
•Meet the challenges effectively in teams



	AUTUMN 1 AU	ITUMN 2	SPRING 1	SPRING 2 S	UMMER 1 S	UMMER 2	VOCABULARY
YEAR SIX	Fundamental Movement skills There are twelve basic fundamental movement skills considered to be building blocks for movement. The twelve fundamental movement skills presented in this unit are: catch, kick, run (sprint), hop, skip, vertical jump, side gallop, overarm throw, ball bounce, leap, dodge and forehand strike. Joy of movement Building Resilience Personal challenge Critical thinking and Action	Develop communication skills in terms of speaking and listening • Work as a group to overcome a challenge • Review how well the group performed the task and outline ways to work more effectively to complete future tasks Play competitive	Dance perform with an awareness of both partner and group dances perform with clear dynamics and precise footwork use a variety of ways to work in a small group develop movement using different relationships lead appropriate "warming-up" exercises view	Striking and Fielding	Invasion Games lead and take part in warm-ups and cool- downs safely and effectively; • move with the ball using the correct technique in at least two invasion games with speed and control, including changing direction; • pass and receive the ball in a variety of ways using the correct technique in at least two invasion games with control and accuracy; • link dribbling and passing skills together with success and fluency; • use space well to	Athletics demonstrate some stamina in order to maintain a sustained run; show some control, coordination and power when performing the standing vertical jump and measure the height jumped with support; follow step-by- step instructions and copy a range of throwing techniques with some accuracy;	VOCABULARY Upper Key Stage Two General Target, Footwork, Attack, Defence, Formation, Fluency, Accurate, Collaboration, Balance, Teamwork, Tactic, Skill, Technique, Warm-up, Cooldown, Fitness, Control, Acceleration, Decision making Speed, Coordination, Fielding, Striking, Power, Performance Rule Dance Specific Words to describe actions, dynamics, space and relationships Words to describe group formations, eg square, circle, line Partner, copy, follow lead Unison, canon, repeat
	Critical thinking and Action			 ochoose and use a range of simple tactics and strategies when striking and fielding 		develop their ability to throw for both distance and accuracy;	

	1							
	and competing	props	Joy of movement	• create a new game		•	Character	
	with each	to create music.		to include certain	compete against			
	other. Compare	Joy of	Building Resilience	criteria and explain it	self and others	•	Improvisation	
	performances	movement		to others	and			
	with previous		Personal challenge	successfully;	demonstrate	•	Unison, canon, action	
	ones to achieve	Building		 begin to choose 	some		and reaction	
	and	Resilience	Critical thinking and	and apply	improvements			
	demonstrate		Action	appropriate skills	to achieve their	•	Motif, phrase, section	
	improvement	Personal		and techniques for	personal best;		,,,	
		challenge		attacking and			Form, eg AB, ABA, ABAC	
	Joy of			defending in a range	Recognise when		101111) eg 715) 71571, 715710	
	movement	Critical thinking		of invasion games;	a skill or		Artistic intention	
		and action		evaluate their own	technique has		Artistic intention	
	Building			and others' work,	not been		Evaloration	
	Resilience			suggesting	performed	•	Exploration	
				appropriate	effectively and		Daniel francisco	
	Personal			improvements.	begin to suggest	•	Dance framework	
	challenge			Joy of movement	ways to			
	chancinge			Joy of movement	improve.	•	Interpret	
	Critical thinking			Building Resilience	improve.			
	and action			bulluling Resilience	lovef	•	Social dance crazes	
	and action			Danis and aballance	Joy of			
				Personal challenge	movement	•	Style	
				Critical thinking and	Duilding			
				_	Building Resilience	•	High energy, fast	
				action			footwork	
					Personal			
					challenge	•	Contact work, lean,	
					Critical		push, pull, lift	
					thinking and		pasii, paii, iiit	
					action		Unicon canon	
Through Year 6 PE learning							Unison, canon	
- Set a personal goal for	physical activity par	rticipation					Dance craze	
						•	Dance-craze terminology, eg Lindy	
- Demonstrate preparat	- Demonstrate preparation (ready position), movement, and follow through phases of a selected activity.							
							Hop, Twist	
- Demonstrate proper to	echnique to send an	object (e.g., kick, s	trike, throw) at varying o	distances in predictable s	settings.			
	- Demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels.							
	•							
- Create structured, repo	eatable sequences o	of non-locomotor, I	ocomotor, and manipula	tive movement skills.				
						Ci if:	and individuals	
- Safety, fair play and lea	adership					Signific	ant individuals	

- Demonstrate safe use of equipment and facilities to avoid putting self and others at risk.
- Describe the importance of warm-up and cool-down routines for specific activities (e.g., safety, efficiency, focus).
- Demonstrate fair play in physical activity.
- Demonstrate leadership in physical activity
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- inspire pupils' curiosity

Local athletes, National athletes, International athletes

Outdoor adventurous activities skills

- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Basic movements including running, jumping
- Developing balance, agility and co-ordination.
- •Realise that activities need thinking through, and recognise that planning is useful

		Early Years	Year 1	Year 2	Year	3 Y	ear 4	Year 5	Year (6
Static ba	lance									
Sprint ru	n									
Vertical j	ump									
Catch										
Нор										
Side galle	ор									
Skip										
Overarm	throw									
Leap										
Kick										
Two-han	d strike									
Dodge										
Focused teaching and learning, with an emphasis on the introductory components Practice and development, with an emphasis on the fine-tuning components Benchmark of when most pupils should demonstrate proficiency of the skill Consolidation and application of skill in sport contexts, games and physical activities										