EYFS PE Coverage

National Curriculum area	2 year olds	3-4 year olds	Reception
Dance	Move and dance freely to music Copy simple body actions	Copy basic body actions and rhythms Show attention to sounds and music; move and dance to music Choose and use travelling actions, shapes and balances Begin to count to music	Travel in different pathways using the space around them Begin to use dynamics and expression with guidance Anticipate phrases and actions in rhymes and songs; try to move in time with music Explore and perform dance, solo or in groups, and talk about dance they have watched
Gymnastics	Explore stretching and curling their bodies Begin to balance and hold a still shape	Create shapes showing a basic level of stillness using different parts of the body Begin to take weight on different body parts Show shapes and actions that stretch the body Copy and link simple actions together; travel over, under, around and through equipment with confidence	Balance with confidence, including on one foot Take weight on different body parts and show a range of stretched, curled and tucked shapes Copy and link simple actions into a short sequence Move around the space and equipment safely, with awareness of others
Fundamental movement skills	Explore running, stopping, jumping and hopping Explore moving different body parts	Run and stop with some control Jump and hop with bent knees Throw larger balls and beanbags into space Balance whilst stationary and on the move Explore moving different body parts together; move around the environment with awareness and control	Run with spatial awareness, adjusting speed or direction to avoid obstacles Explore skipping as a travelling action Change direction at a slow pace Climb, run and jump with confidence; confidently complete an obstacle course Get ready for PE independently and move safely
Games	Explore rolling, throwing and kicking larger balls Explore moving a ball with their hands and feet	Drop and catch with two hands; stop a beanbag or large ball sent to them using hands Move a ball with feet; kick larger balls to space Throw and roll a variety of beanbags and larger balls to space	Bounce and catch a large ball using both hands; throw at a target and catch Pass a ball and kick a ball at a target Attempt to stop a large ball sent to them using feet

		Hit a ball with hands; hold a bat to hit a ball Make simple decisions in response to a situation	Run and stop when instructed; move around showing growing awareness of others Make simple decisions in response to a situation
Social, Emotional and Thinking (SET)	Social: Take turns with adult support Emotional: Try again with encouragement Thinking: Choose own movements	Social: Take turns; learn to share equipment with others Emotional: Try again if they do not succeed Thinking: Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping	Social: Share their ideas with others Emotional: Practise skills independently; confident to try new tasks and challenges Thinking: Begin to identify personal success; begin to provide simple feedback saying what they liked or thought was good about someone else's performance
Units, Key Vocabulary and Key Questions	**Autumn** **Key question** ➢ **Who is Mo Farah?** A very fast runner who won Olympic gold medals for Great Britain. **Key Vocabulary** ➢ run ➢ stop	**Autumn** **Key units** ➢ Introduction to PE (Unit 1) ➢ Fundamentals (Unit 1) **Key Vocabulary** ➢ run ➢ stop ➢ jump ➢ hop ➢ balance ➢ space	**Autumn** **Key units** ➢ Introduction to PE (Unit 2) ➢ Fundamentals (Unit 2) **Key question** ➢ **Who is Hannah Cockroft?** A wheelchair racer from Halifax who has won many Paralympic gold medals. **Key Vocabulary** ➢ skip ➢ obstacle ➢ direction ➢ speed ➢ climb ➢ space
	Spring **Key Vocabulary** ➢ stretch ➢ music	**Spring** **Key units** ➢ Gymnastics (Unit 1) ➢ Dance (Unit 2) **Key question** ➢ **What sport does Max Whitlock do?** Gymnastics. He was the first British gymnast to win Olympic gold, in 2016. **Key Vocabulary** ➢ shape ➢ stretch ➢ curl ➢ still ➢ travel	**Spring** **Key units** ➢ Gymnastics (Unit 2) ➢ Dance (Unit 2) **Key Vocabulary** ➢ balance ➢ tucked ➢ curled ➢ stretched ➢ sequence ➢ pathway

		➢ music ➢ rhythm	
	Summer **Key Vocabulary** ➢ ball ➢ throw	**Summer** **Key units** ➢ Games (Unit 1) ➢ Ball Skills (Unit 1) **Key question** ➢ **Who are the Lionesses?** England's women's football team, who became European champions. **Key Vocabulary** ➢ throw ➢ roll ➢ catch ➢ kick ➢ hit ➢ bat ➢ ball ➢ beanbag	**Summer** **Key units** ➢ Games (Unit 2) ➢ Ball Skills (Unit 2) **Key Vocabulary** ➢ bounce ➢ catch ➢ pass ➢ target ➢ kick ➢ stop

National Curriculum Statement for End of KS1	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns		
	Autumn	**Spring**	**Summer**
Year 1	**Fundamental movement skills, Games, Team building, Fitness** **Key units** ➢ Fundamentals ➢ Ball Skills ➢ Team Building ➢ Fitness **Key skills** ***Fundamental movement skills*** ➢ Attempt to run at different speeds, showing an awareness of technique. ➢ Begin to link running and jumping movements with some control; jump, leap and hop, choosing which allows them to jump the furthest. ➢ Throw towards a target. ➢ Show some control and balance when travelling at different speeds; use co-ordination with and without equipment. ***Games*** ➢ Drop and catch a ball after one bounce on the move; catch a beanbag and a medium-sized ball. ➢ Move a ball using different parts of the foot; kick towards a stationary target. ➢ Throw and roll towards a target with some varying techniques. ➢ Strike a stationary ball using a racket.	**Gymnastics, Games** **Key units** ➢ Gymnastics (two units) ➢ Target Games ➢ Invasion Games **Key skills** ***Gymnastics*** ➢ Perform balances making the body tense, stretched and curled. ➢ Take body weight on hands for short periods of time. ➢ Demonstrate poses and movements that challenge flexibility. ➢ Perform basic gymnastic actions: travelling, rolling and jumping. ➢ Remember, repeat and link simple actions together; make up simple movement phrases. ➢ Manage the space safely, with awareness of others, mats and apparatus. ***Games*** ➢ Drop and catch a ball after one bounce on the move; catch a beanbag and a medium-sized ball. ➢ Move a ball using different parts of the foot; kick towards a stationary target. ➢ Throw and roll towards a target with some varying techniques. ➢ Strike a stationary ball using a racket.	**Dance, Games, Fundamental movement skills** **Key units** ➢ Dance (two units) ➢ Sending and Receiving ➢ Athletics **Key skills** ***Dance*** ➢ Copy, remember and repeat actions; copy simple movement patterns from each other. ➢ Choose actions for an idea. ➢ Use changes of direction, speed and levels with guidance. ➢ Show some sense of dynamic and expressive qualities. ➢ Compose and link simple movement patterns to make a simple dance with a clear beginning, middle and end. ➢ Begin to use counts. ***Games*** ➢ Drop and catch a ball after one bounce on the move; catch a beanbag and a medium-sized ball. ➢ Move a ball using different parts of the foot; kick towards a stationary target. ➢ Throw and roll towards a target with some varying techniques. ➢ Strike a stationary ball using a racket. ➢ Run, stop and change direction with some balance and control; recognise space in relation to others.

	➢ Run, stop and change direction with some balance and control; recognise space in relation to others. ➢ Begin to use simple tactics with guidance. ***Team building*** ➢ Follow instructions. ➢ Begin to work with a partner and a small group. ➢ Understand the rules of the game and suggest ideas to solve simple tasks. ➢ Copy a simple diagram or map. ➢ Identify own and others' success. ***Fitness*** ➢ Talk about why it is important to be active; recognise that the body changes during exercise; use equipment appropriately and safely. **Key Vocabulary** ➢ balance – staying steady when still or moving ➢ co-ordination – making different body parts work together ➢ catch – hold a ball that is thrown to you ➢ throw – send a ball through the air with your hand ➢ team – a group of people working together ➢ listen – pay attention to what others say ➢ warm-up – gentle activity that prepares the body ➢ heart rate – how fast your heart is beating	➢ Run, stop and change direction with some balance and control; recognise space in relation to others. ➢ Begin to use simple tactics with guidance. **Key question** ➢ **Who is Marcus Rashford?** A footballer from Manchester who has played for England. **Key Vocabulary** ➢ balance – holding a steady position ➢ shape – a body position such as tuck, straight or star ➢ target – the place or object you aim at ➢ aim – point your throw towards the target ➢ attack – try to score ➢ defend – try to stop the other team scoring	➢ Begin to use simple tactics with guidance. ***Fundamental movement skills*** ➢ Attempt to run at different speeds, showing an awareness of technique. ➢ Begin to link running and jumping movements with some control; jump, leap and hop, choosing which allows them to jump the furthest. ➢ Throw towards a target. ➢ Show some control and balance when travelling at different speeds; use co-ordination with and without equipment. **Key question** ➢ **Who is Dina Asher-Smith?** A British sprinter who became 200m world champion in 2019. **Key Vocabulary** ➢ rhythm – a pattern of beats in music ➢ pathway – the route a dancer travels ➢ send – throw, roll or hit to someone ➢ receive – stop or catch what is sent to you ➢ sprint – run fast over a short distance ➢ jump – push off the ground to travel up or forward

National Curriculum Statement at End of KS1	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns		
	Autumn	**Spring**	**Summer**
Year 2	**Fundamental movement skills, Games, Team building, Fitness** **Key units** ➢ Fundamentals ➢ Ball Skills ➢ Team Building ➢ Fitness **Key skills** ***Fundamental movement skills*** ➢ Show balance and co-ordination when running at different speeds and changing direction. ➢ Link running and jumping movements with some control and balance; jump accurately from a standing position. ➢ Change technique to throw for distance; throw a variety of objects with one hand. ➢ Perform actions with increased control when co-ordinating the body with and without equipment. ***Games*** ➢ Dribble a ball with two hands on the move; dribble with feet with some success, stopping it when required. ➢ Throw and roll towards a target using varying techniques with some success. ➢ Catch an object passed to them, with and without a bounce; move to track a ball and stop it using feet. ➢ Show balance when kicking towards a target; strike a ball using a racket.	**Gymnastics, Games** **Key units** ➢ Gymnastics (two units) ➢ Target Games ➢ Invasion Games **Key skills** ***Gymnastics*** ➢ Perform balances on different body parts with some control. ➢ Take body weight on different body parts, with and without apparatus. ➢ Show increased awareness of extension and flexibility in actions. ➢ Copy, remember, repeat and plan linking simple actions with some control and technique. ➢ Move smoothly from one position of stillness to another, or into a travelling movement. ➢ Choose, use and vary simple ideas to create and perform a sequence. ***Games*** ➢ Dribble a ball with two hands on the move; dribble with feet with some success, stopping it when required. ➢ Throw and roll towards a target using varying techniques with some success. ➢ Catch an object passed to them, with and without a bounce; move to track a ball and stop it using feet.	**Dance, Games, Fundamental movement skills** **Key units** ➢ Dance (two units) ➢ Sending and Receiving ➢ Athletics **Key skills** ***Dance*** ➢ Copy, remember and repeat a series of actions. ➢ Select from a wider range of actions in relation to a stimulus. ➢ Use pathways, levels, shapes, directions, speeds and timing with guidance. ➢ Use mirroring and unison when working with a partner. ➢ Show a character through actions, dynamics and expression; explore ideas, moods and feelings. ➢ Use counts with help to stay in time with the music. ***Games*** ➢ Dribble a ball with two hands on the move; dribble with feet with some success, stopping it when required. ➢ Throw and roll towards a target using varying techniques with some success. ➢ Catch an object passed to them, with and without a bounce; move to track a ball and stop it using feet.

	➢ Move to space to help score goals or limit others scoring. ➢ Use simple tactics for attacking and defending. ***Team building*** ➢ Follow instructions accurately. ➢ Work co-operatively with a partner and small group, taking turns and listening to each other. ➢ Try different ideas to solve a task. ➢ Follow and create a simple diagram or map. ➢ Understand when a challenge is solved successfully and begin to suggest simple ways to improve. ***Fitness*** ➢ Understand why it is important to be active to be healthy; describe how the body feels during different activities; move and land safely. **Key Vocabulary** ➢ agility – changing speed and direction quickly and easily ➢ take-off – the moment your feet leave the ground ➢ dribble – move a ball along using your hands or feet ➢ receive – control a ball that is sent to you ➢ communicate – share ideas by speaking and listening ➢ cooperate – work together to reach a goal ➢ stamina – being able to keep going for a long time ➢ strength – how much force your muscles can use	➢ Show balance when kicking towards a target; strike a ball using a racket. ➢ Move to space to help score goals or limit others scoring. ➢ Use simple tactics for attacking and defending. **Key Vocabulary** ➢ sequence – a set of actions linked together ➢ apparatus – equipment used in gymnastics ➢ accuracy – how close you get to the target ➢ score – the points you win ➢ space – an open area with no players in it ➢ possession – when your team has the ball	➢ Show balance when kicking towards a target; strike a ball using a racket. ➢ Move to space to help score goals or limit others scoring. ➢ Use simple tactics for attacking and defending. ***Fundamental movement skills*** ➢ Show balance and co-ordination when running at different speeds and changing direction. ➢ Link running and jumping movements with some control and balance; jump accurately from a standing position. ➢ Change technique to throw for distance; throw a variety of objects with one hand. ➢ Perform actions with increased control when co-ordinating the body with and without equipment. **Key questions** ➢ **Which famous tennis tournament is played in London?** Wimbledon, which began in 1877. Wheelchair tennis player Alfie Hewett has won Grand Slam titles. ➢ **Who won the US Open tennis at just 18?** Emma Raducanu in 2021. She was born in Canada and grew up in England. **Key Vocabulary** ➢ action – a movement of the body ➢ unison – all dancers moving at the same time ➢ rally – hitting the ball back and forth ➢ racket – equipment used to hit a ball ➢ relay – a team race where a baton is passed on ➢ pace – how fast you run

National Curriculum Statement at end of KS2	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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		
	Autumn	**Spring**	**Summer**
Year 3	**Fundamental movement skills, Outdoor and adventurous activities (OAA), Fitness, Games** **Key units** ➢ Fundamentals Y3/4 ➢ OAA ➢ Fitness ➢ Ball Skills Y3/4 **Key skills** ***Fundamental movement skills*** ➢ Show balance, co-ordination and technique when running at different speeds, stopping with control. ➢ Link running, hopping and jumping using different take-offs and landings; take a running jump. ➢ Jump for distance and height with an awareness of technique. ➢ Throw a variety of objects, changing action for accuracy and distance. ***Outdoor and adventurous activities (OAA)*** ➢ Follow instructions from a peer and give simple instructions. ➢ Work collaboratively with a partner and small group, listening to and accepting others' ideas. ➢ Plan and attempt to apply strategies to solve problems. ➢ Orientate and follow a diagram or map.	**Gymnastics, Games, Dance** **Key units** ➢ Gymnastics ➢ Hockey ➢ Rugby ➢ Dance **Key skills** ***Gymnastics*** ➢ Complete balances with increasing stability, control and technique. ➢ Take weight on different body parts for longer periods of time with some strength and control. ➢ Demonstrate increased flexibility and extension in actions. ➢ Perform a forward roll, rug roll and shoulder roll. ➢ Choose actions that flow into one another, on and off apparatus. ➢ Plan and perform a sequence showing contrasts in speed, level and direction; work with a partner to create and improve it. ***Games*** ➢ Dribble the ball with one hand and with feet with some control in game situations; travel with a ball. ➢ Use a variety of throwing techniques in game situations; kick towards a partner.	**Games, Fundamental movement skills** **Key units** ➢ Dodgeball ➢ Tennis ➢ Athletics ➢ Cricket **Key skills** ***Games*** ➢ Dribble the ball with one hand and with feet with some control in game situations; travel with a ball. ➢ Use a variety of throwing techniques in game situations; kick towards a partner. ➢ Catch a ball passed to them using one and two hands, including whilst moving. ➢ Receive a ball using different parts of the foot; strike a ball with varying techniques. ➢ Change direction with increasing speed in game situations; use space with some success. ➢ Understand and use simple tactics individually and within a team; choose batting or throwing skills to make the game hard for opponents. ***Fundamental movement skills*** ➢ Show balance, co-ordination and technique when running at different speeds, stopping with control.

	➢ Reflect on when and why challenges are solved successfully and use others' success to help improve. ***Fitness*** ➢ Know that i should warm up before an activity; explain why physical activity is good for health; describe how the body feels with reference to breathing and heart rate. ***Games*** ➢ Dribble the ball with one hand and with feet with some control in game situations; travel with a ball. ➢ Use a variety of throwing techniques in game situations; kick towards a partner. ➢ Catch a ball passed to them using one and two hands, including whilst moving. ➢ Receive a ball using different parts of the foot; strike a ball with varying techniques. ➢ Change direction with increasing speed in game situations; use space with some success. ➢ Understand and use simple tactics individually and within a team; choose batting or throwing skills to make the game hard for opponents. **Key fact** ➢ Orienteering is a sport where people use a map to find checkpoints, called controls, around a course. The winner finds them all in the fastest time. **Key Vocabulary** ➢ landing – how you come back to the ground safely ➢ stride – a long step used when running ➢ map – a drawing of an area seen from above ➢ key – shows what each symbol on a map means ➢ flexibility – how far your joints can move ➢ cool-down – gentle activity that helps the body recover	➢ Catch a ball passed to them using one and two hands, including whilst moving. ➢ Receive a ball using different parts of the foot; strike a ball with varying techniques. ➢ Change direction with increasing speed in game situations; use space with some success. ➢ Understand and use simple tactics individually and within a team; choose batting or throwing skills to make the game hard for opponents. ***Dance*** ➢ Copy, remember and perform a dance phrase. ➢ Create short dance phrases that communicate an idea; improvise freely with a partner. ➢ Use canon, unison and formation to represent an idea. ➢ Match dynamic and expressive qualities to a range of ideas. ➢ Use counts to keep in time with a partner and group. **Key questions** ➢ **What is the name of the Warrington Wolves' stadium?** The Halliwell Jones Stadium, in Warrington. ➢ **Which British hockey team won Olympic gold in 2016?** The GB women's team, including Sam Quek from the Wirral. They won on penalties. **Key fact** ➢ A rugby league team has 13 players on the pitch. The ball is oval-shaped, not round. **Key Vocabulary** ➢ tension – tightening muscles to hold a position ➢ extension – stretching body parts as far as possible ➢ stick – equipment used to hit and move the ball ➢ dribble – move the ball along with your stick	➢ Link running, hopping and jumping using different take-offs and landings; take a running jump. ➢ Jump for distance and height with an awareness of technique. ➢ Throw a variety of objects, changing action for accuracy and distance. **Key fact** ➢ A cricket team has 11 players. The batters play on a 22-yard strip in the middle of the field called the pitch. **Key Vocabulary** ➢ dodge – move quickly to avoid the ball ➢ throw – send the ball towards an opponent ➢ racket – equipment used to hit the ball ➢ forehand – a shot hit on your racket-hand side ➢ technique – the correct way to perform a skill ➢ personal best – your best result so far ➢ bat – used to hit the ball ➢ bowl – send the ball towards the batter

	➢ pass – send the ball to a team-mate ➢ track – watch and follow the ball with your eyes	➢ tag – pull a tag to stop an attacker ➢ pass backwards – the ball must be passed backwards or sideways ➢ canon – dancers performing the same movement one after another ➢ formation – the pattern or shape a group makes	

<table>
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Pupils should be taught to:
• use running, jumping, throwing and catching in isolation and in combination
• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
• 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
Swimming and water safety
All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:
• swim competently, confidently and proficiently over a distance of at least 25 metres
• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
• perform safe self-rescue in different water-based situations</td></tr>
<tr><td></td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td>Year 4</td><td>Fundamental movement skills, Outdoor and adventurous activities (OAA), Fitness, Games

Key units
➢ Fundamentals Y3/4
➢ OAA
➢ Fitness
➢ Ball Skills Y3/4

Key skills
Fundamental movement skills
➢ Demonstrate how and when to speed up and slow down when running; change speed and direction in a range of events.
➢ Link hopping and jumping actions with some control; take a running jump and land accurately.
➢ Jump for distance and height showing balance and control.
➢ Throw with some accuracy and power towards a target area.
➢ Begin to co-ordinate the body at speed in response to a task.
Outdoor and adventurous activities (OAA)</td><td>Gymnastics, Games, Dance

Key units
➢ Gymnastics
➢ Hockey
➢ Rugby
➢ Dance

Key skills
Gymnastics
➢ Use body tension to perform balances individually and with a partner.
➢ Demonstrate increasing strength, control and technique when taking own and others' weight.
➢ Demonstrate increased flexibility and extension in more challenging actions.
➢ Perform a range of rolls with control and accuracy.
➢ Plan and perform longer, more varied sequences with smooth, planned links, with and without a partner.
➢ Work with a partner and in groups to create sequences.
Games</td><td>Swimming and water safety, Games, Fundamental movement skills

Key units
➢ Swimming (two units)
➢ Dodgeball
➢ Athletics

Key skills
Swimming and water safety
➢ Submerge and regain feet in the water; breathe in sync with an isolated kicking action from poolside.
➢ Use arms and legs together to move effectively across a short distance.
➢ Glide and float on front and back; confidently roll from front to back and regain a standing position.
➢ Developers: retrieve an object from the floor with the same breath; begin to co-ordinate breathing with basic strokes.
➢ Water safety: recognise water hazards and make safe choices; know how to call for help; demonstrate a calm floating position as a simple self-rescue skill.
Games</td></tr>
</table>

	➢ Accurately follow instructions given by a peer and give clear, usable instructions to a peer. ➢ Confidently communicate ideas and listen to others before deciding on the best approach. ➢ Plan and apply strategies to solve problems. ➢ Identify key symbols on a map and use a key to help navigate around a grid. ➢ Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvement. ***Fitness*** ➢ Give reasons why warming up is important; explain a number of benefits of activity (healthy heart, strong bones); record and monitor how hard i am working. ***Games*** ➢ Link dribbling the ball with other actions with increasing control; change direction when dribbling with some control. ➢ Use a variety of throwing techniques and kick with increasing success; accurately pass a ball. ➢ Catch a ball using one and two hands with increasing success; receive a ball under pressure. ➢ Strike a ball using varying techniques with increasing accuracy. ➢ Change direction to lose an opponent; create and use space with some success. ➢ Use simple tactics to help the team score or gain possession; explain how tactics differ for attacking and defending; make up a game with simple rules. **Key fact** ➢ Bouldering is a type of climbing on low walls with no ropes. Climbers fall onto thick crash mats. **Key Vocabulary** ➢ balance – staying steady when still or moving	➢ Link dribbling the ball with other actions with increasing control; change direction when dribbling with some control. ➢ Use a variety of throwing techniques and kick with increasing success; accurately pass a ball. ➢ Catch a ball using one and two hands with increasing success; receive a ball under pressure. ➢ Strike a ball using varying techniques with increasing accuracy. ➢ Change direction to lose an opponent; create and use space with some success. ➢ Use simple tactics to help the team score or gain possession; explain how tactics differ for attacking and defending; make up a game with simple rules. ***Dance*** ➢ Copy, remember and adapt set choreography. ➢ Choreograph considering structure, individually, with a partner and in a group. ➢ Use action and reaction to represent an idea. ➢ Change dynamics to express changes in character or narrative. ➢ Use counts when choreographing short phrases; remember, perform and evaluate a short phrase showing awareness of others. **Key question** ➢ **Can you name three positions in a rugby league team?** Any three of: full-back, winger, centre, stand-off, scrum-half, prop, hooker, second row, loose forward. **Key fact** ➢ In rugby league a try is worth 4 points. A kick at goal after a try, called a conversion, is worth 2 points. **Key Vocabulary**	➢ Link dribbling the ball with other actions with increasing control; change direction when dribbling with some control. ➢ Use a variety of throwing techniques and kick with increasing success; accurately pass a ball. ➢ Catch a ball using one and two hands with increasing success; receive a ball under pressure. ➢ Strike a ball using varying techniques with increasing accuracy. ➢ Change direction to lose an opponent; create and use space with some success. ➢ Use simple tactics to help the team score or gain possession; explain how tactics differ for attacking and defending; make up a game with simple rules. ***Fundamental movement skills*** ➢ Demonstrate how and when to speed up and slow down when running; change speed and direction in a range of events. ➢ Link hopping and jumping actions with some control; take a running jump and land accurately. ➢ Jump for distance and height showing balance and control. ➢ Throw with some accuracy and power towards a target area. ➢ Begin to co-ordinate the body at speed in response to a task. **Key question** ➢ **Who won two Paralympic swimming golds aged just 13?** Ellie Simmonds, at Beijing 2008. **Key fact** ➢ A relay team has 4 runners who pass a baton to each other. The running track is 400 metres around. **Key Vocabulary**

	➢ co-ordination – making different body parts work together ➢ route – the way you travel from one place to another ➢ checkpoint – a place you must reach on a course ➢ warm-up – gentle activity that prepares the body ➢ heart rate – how fast your heart is beating ➢ catch – hold a ball that is thrown to you ➢ throw – send a ball through the air with your hand	➢ transition – a smooth move from one action to the next ➢ balance – holding a steady position ➢ push pass – a pass using a pushing action ➢ tackle – try to win the ball from an opponent ➢ try – scored by placing the ball over the try line ➢ support – run alongside the player with the ball ➢ dynamics – how a movement is done, such as fast, slow, strong or gentle ➢ choreography – creating and arranging a dance	➢ float – stay on top of the water ➢ glide – move through the water without kicking ➢ target – the player or area you aim at ➢ tactics – plans to help your team succeed ➢ sprint – run fast over a short distance ➢ jump – push off the ground to travel up or forward

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Pupils should be taught to:
• use running, jumping, throwing and catching in isolation and in combination
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• compare their performances with previous ones and demonstrate improvement to achieve their personal best
Swimming and water safety
All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:
• swim competently, confidently and proficiently over a distance of at least 25 metres
• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
• perform safe self-rescue in different water-based situations</td></tr>
<tr><td></td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td>Year 5</td><td>Outdoor and adventurous activities (OAA), Dance, Fitness, Games

Key units
➢ OAA
➢ Dance
➢ Fitness
➢ Hockey

Key skills
Outdoor and adventurous activities (OAA)
➢ Use clear communication when working in a group and taking on different roles; begin to lead others, providing clear instructions.
➢ Plan and apply strategies with others to more complex challenges.
➢ Orientate a map confidently, using it to navigate around a course.
➢ Explain why a particular strategy worked and alter methods to improve.
Dance
➢ Accurately copy and repeat set choreography in different styles of dance, showing a good sense of timing.</td><td>Swimming and water safety, Gymnastics, Yoga

Key units
➢ Swimming (two units)
➢ Gymnastics
➢ Yoga

Key skills
Swimming and water safety
➢ Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.
➢ Combine gliding and floating over an increased distance; float using different shapes with control.
➢ Comfortably demonstrate sculling and treading water.
➢ Intermediate: co-ordinate smooth, consistent breathing with a range of strokes; demonstrate good technique in a wider range of strokes over increased distances (at least 25 metres).
➢ Water safety: respond appropriately to hazards; communicate clearly to get help; demonstrate the H.E.L.P. and Huddle positions.
Gymnastics</td><td>Games, Fundamental movement skills

Key units
➢ Dodgeball
➢ Cricket
➢ Athletics
➢ Rounders

Key skills
Games
➢ Use dribbling to change the direction of play with some control under pressure.
➢ Use a variety of throwing, passing and kicking techniques with some control under increasing pressure.
➢ Catch and intercept a ball with some success in game situations; receive a ball with increasing control under pressure.
➢ Strike a ball using a wider range of skills with some success under pressure; strike with intent and bowl or field more accurately.
➢ Use a variety of techniques to change direction to lose an opponent; create and use space for self and others.</td></tr>
</table>

	➢ Choreograph phrases individually and with others, considering actions, dynamics, space and relationships in response to a stimulus. ➢ Confidently perform, choosing appropriate dynamics to represent an idea. ➢ Use counts accurately to perform in time with others and the music. ➢ Experiment with varying and combining spatial patterns, speed, tension and continuity. ***Fitness*** ➢ Explain and apply basic safety principles in preparing for exercise; describe the effects of exercise on the body and how it is valuable to fitness and health; suggest warm-ups and cool-downs that suit the activity. ***Games*** ➢ Use dribbling to change the direction of play with some control under pressure. ➢ Use a variety of throwing, passing and kicking techniques with some control under increasing pressure. ➢ Catch and intercept a ball with some success in game situations; receive a ball with increasing control under pressure. ➢ Strike a ball using a wider range of skills with some success under pressure; strike with intent and bowl or field more accurately. ➢ Use a variety of techniques to change direction to lose an opponent; create and use space for self and others. ➢ Understand the need for tactics and identify when to use them; apply tactics and rules to a range of games. **Key fact** ➢ In hockey, a goal can only be scored from inside the shooting circle, the D-shaped area in front of the goal. **Key Vocabulary**	➢ Show increasing control and balance when moving from one balance to another. ➢ Use strength to improve the quality of an action and the range of actions available. ➢ Use flexibility to improve the quality of actions and the way they are linked. ➢ Perform a range of rolls including a backwards roll consistently. ➢ Create and perform more complex sequences with good quality, control and technique, with and without a partner, using the floor, mats and apparatus. ***Yoga*** ➢ Hold balances and postures with control and body tension, and link postures with smooth transitions, using controlled breathing. **Key question** ➢ **Which British swimmer won Olympic 100m breaststroke gold twice?** Adam Peaty, in 2016 and 2021. **Key fact** ➢ Women gymnasts compete on 4 pieces of apparatus: vault, uneven bars, beam and floor. Men compete on 6. **Key Vocabulary** ➢ stroke – a way of swimming, such as front crawl ➢ breathing – taking in air at the right moment ➢ shape – a body position such as tuck, straight or star ➢ sequence – a set of actions linked together ➢ posture – a position of the body ➢ breathing – controlled breaths used to stay calm	➢ Understand the need for tactics and identify when to use them; apply tactics and rules to a range of games. ***Fundamental movement skills*** ➢ Run at the appropriate speed over longer distances or for longer periods of time. ➢ Show control at take-off and landing in more complex jumping activities; perform a range of more complex jumps showing some technique. ➢ Show accuracy and power when throwing for distance. ➢ Demonstrate improved body posture and speed when changing direction; co-ordinate a range of body parts at increased speed. **Key question** ➢ **Which cricketer helped England win the 2019 World Cup?** Moeen Ali from Birmingham, who is of British Pakistani heritage. **Key fact** ➢ A rounders team has 9 players. Batters run around 4 posts to score a rounder. **Key Vocabulary** ➢ dodge – move quickly to avoid the ball ➢ throw – send the ball towards an opponent ➢ field – stop and collect the ball ➢ wicket – the stumps the bowler aims at ➢ relay – a team race where a baton is passed on ➢ pace – how fast you run ➢ batter – the player who hits the ball ➢ bowler – sends the ball to the batter

	➢ orientate – turn the map to match the land around you ➢ strategy – a plan to solve a problem ➢ rhythm – a pattern of beats in music ➢ pathway – the route a dancer travels ➢ stamina – being able to keep going for a long time ➢ strength – how much force your muscles can use ➢ shoot – hit the ball towards the goal ➢ marking – staying close to an opponent to defend		

<table>
<tr><td>National Curriculum Statement at end of KS2</td><td colspan="3">Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
Pupils should be taught to:
• use running, jumping, throwing and catching in isolation and in combination
• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
• 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
Swimming and water safety
All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:
• swim competently, confidently and proficiently over a distance of at least 25 metres
• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
• perform safe self-rescue in different water-based situations</td></tr>
<tr><td></td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td>Year 6</td><td>Outdoor and adventurous activities (OAA), Games, Fitness

Key units
➢ OAA
➢ Hockey
➢ Cricket
➢ Fitness

Key skills
Outdoor and adventurous activities (OAA)
➢ Communicate with others clearly and effectively when under pressure.
➢ Be confident to lead others and show consideration of including everyone in a group.
➢ Use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem.
➢ Confidently and efficiently orientate a map, identifying key features to navigate around a course.
➢ Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
Games</td><td>Gymnastics, Games, Yoga, Dance

Key units
➢ Gymnastics
➢ Badminton Y5/6
➢ Yoga
➢ Dance

Key skills
Gymnastics
➢ Combine and perform more complex balances with control, technique and fluency.
➢ Demonstrate more complex actions with a good level of strength and technique.
➢ Confidently transition from one action to another, showing control and extension appropriate to the complexity of the action.
➢ Perform a range of rolls showing different entrances and exits.
➢ Plan and perform with precision, control and fluency a sequence including a wide range of skills and variations in speed, level and direction; adapt sequences for a partner or small group.
Games</td><td>Swimming and water safety, Games, Fundamental movement skills

Key units
➢ Land Based Water Safety
➢ Dodgeball
➢ Athletics
➢ Rounders

Key skills
Swimming and water safety
➢ Assess risks in different water environments and justify safe decisions.
➢ Select appropriate rescue responses in emergency situations.
➢ Select and apply the appropriate survival technique to the situation.
➢ Demonstrate effective self-rescue and rescue techniques (land based).
Games
➢ Use dribbling to change the direction of play with control under pressure; use a variety of dribbling techniques to maintain possession.</td></tr>
</table>

	➢ Use dribbling to change the direction of play with control under pressure; use a variety of dribbling techniques to maintain possession. ➢ Use a variety of throwing techniques, including fake passes, to outwit an opponent; select and apply the appropriate kicking technique. ➢ Catch and intercept with increasing success; receive a ball with consideration to the next move. ➢ Strike a ball using a wider range of skills to outwit an opponent; use different ways of bowling; play a recognised version of a net game showing tactical awareness and knowledge of rules and scoring. ➢ Confidently change direction to outwit an opponent; effectively create and use space. ➢ Work collaboratively to create tactics within their team and evaluate their effectiveness; understand how to change tactics to improve performance. ***Fitness*** ➢ Explain the effects of exercise on the body, being specific about the benefits to particular systems and organs; plan warm-ups and cool-downs. **Key fact** ➢ A cricket wicket is made of 3 stumps with 2 bails on top. If the bowler knocks the bails off, the batter is out. **Key Vocabulary** ➢ map – a drawing of an area seen from above ➢ key – shows what each symbol on a map means ➢ stick – equipment used to hit and move the ball ➢ dribble – move the ball along with your stick ➢ run – travel between the wickets to score ➢ boundary – the edge of the playing area ➢ flexibility – how far your joints can move	➢ Use dribbling to change the direction of play with control under pressure; use a variety of dribbling techniques to maintain possession. ➢ Use a variety of throwing techniques, including fake passes, to outwit an opponent; select and apply the appropriate kicking technique. ➢ Catch and intercept with increasing success; receive a ball with consideration to the next move. ➢ Strike a ball using a wider range of skills to outwit an opponent; use different ways of bowling; play a recognised version of a net game showing tactical awareness and knowledge of rules and scoring. ➢ Confidently change direction to outwit an opponent; effectively create and use space. ➢ Work collaboratively to create tactics within their team and evaluate their effectiveness; understand how to change tactics to improve performance. ***Yoga*** ➢ Plan and perform a flowing sequence of postures with fluency, extension and balance. ***Dance*** ➢ Perform dances confidently and fluently with accuracy and good timing. ➢ Work creatively and imaginatively, individually, with a partner and in a group, to choreograph longer phrases and structure a dance in relation to a theme. ➢ Improvise and combine dynamics, showing awareness of the impact on performance. ➢ Create dances using movement patterns from different styles of dance. ➢ Use counts when choreographing and performing to improve the quality of work. **Key fact** ➢ Badminton is played on a court with a shuttlecock, not a ball. It can be singles (1	➢ Use a variety of throwing techniques, including fake passes, to outwit an opponent; select and apply the appropriate kicking technique. ➢ Catch and intercept with increasing success; receive a ball with consideration to the next move. ➢ Strike a ball using a wider range of skills to outwit an opponent; use different ways of bowling; play a recognised version of a net game showing tactical awareness and knowledge of rules and scoring. ➢ Confidently change direction to outwit an opponent; effectively create and use space. ➢ Work collaboratively to create tactics within their team and evaluate their effectiveness; understand how to change tactics to improve performance. ***Fundamental movement skills*** ➢ Demonstrate a controlled running technique using the appropriate speed over longer distances; improve and sustain running across a range of events. ➢ Link running, jumping and hopping actions with greater control and co-ordination; perform jumps for height and distance using good technique. ➢ Show accuracy and good technique when throwing for distance; apply jumping and throwing across a range of events and sports. ➢ Show fluency and control when travelling, landing, stopping and changing direction. **Key questions** ➢ **Who is Britain's most successful female Paralympian?** Dame Sarah Storey from Manchester. She has won 17 golds in two sports, swimming and cycling. ➢ **How many events are in the heptathlon, and who won gold in 2012?**

	➢ cool-down – gentle activity that helps the body recover	player each side) or doubles (2 players each side). **Key Vocabulary** ➢ apparatus – equipment used in gymnastics ➢ tension – tightening muscles to hold a position ➢ shuttlecock – the object hit over the net ➢ serve – the shot that starts the rally ➢ flow – linking postures smoothly ➢ control – moving carefully and with focus ➢ action – a movement of the body ➢ unison – all dancers moving at the same time	Seven events. Jessica Ennis-Hill from Sheffield won gold at London 2012. **Key fact** ➢ In the shot put, athletes throw a heavy metal ball called the shot from a circle. It weighs 4 kg for women and 7.26 kg for men. **Key Vocabulary** ➢ hazard – something that could cause harm ➢ risk – the chance of something going wrong ➢ target – the player or area you aim at ➢ tactics – plans to help your team succeed ➢ technique – the correct way to perform a skill ➢ personal best – your best result so far ➢ fielder – stops the ball and gets players out ➢ post – the bases that batters run to