|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery**  | * Walk upright using feet alternately. (walk, feet)
* Can run short distances (run, go)
* Changes position from standing to squatting and sitting. (stand, sit)
* Participates in finger and action rhymes, songs and games, imitating the movements. (copy, finger, action)
* Use both hands to complete a task e.g. hold a ball (hold, ball, hands)
* Use both hands, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand.
* Dances to music rhymes and songs, copying movements of others. (dance, music)
* Can walk and stop, start and change direction (stop, change)
* Make marks when holding crayons, chalks etc. (mark, hold)
* Can walk considerable distance with purpose, stopping, starting and changing direction (direction)
 |
| **Reception**  | * Climbs steps (or benches) (bench, climb)
* Moves along and over climbing equipment using alternate feet. (move, along, over)
* Maintain balance using hands and body to stabilise (balance, body)
* Move along a bench carrying a small object, e.g. beanbag (carry, beanbag)
* Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (space, obstacle)
* Balance on one foot (foot, left, right)
* Balance in a squat position for a short period of time. (squat)
* Use two hands to throw and catch a large ball or beanbag. (catch, throw)
* Use one hand to throw and catch balls of different sizes. (size, big, small)
 |
| **Year 1** |
| **Outdoor** | Multi skills space, follow, kick, pass, rules | Ball Skills roll, bounce, catch, hit | Dribbling Skills - Unihoc dribble, ball,  | Tennis skillsTennis racket, net, ball, score, team | Athletics- run, jump, turns, aim | Orienteeringfollow, clues, check |
| **Indoor**  | Gymnastics climb, wide, thin, lift, carry | Year 1 Baseline FMS Unit - Lost and Found | Dance shape, body, spin, idea, copy | Multiskillsspeed, bounce | Transport Dance beat, high, low, spikey shape | Large Apparatusclimb, hold, shape |
| **Year 2** |
| **Outdoor** | Movement without and with a balltarget, movement, strike | Piggy in the Middle (Lancashire Scheme)possession, team, control | Net / Wall (Lancashire Scheme)shoot, strike, field | Striking and Fielding (Lancashire Scheme)strike, dodge, overarm throw,  | Athleticsfinish, direction, encourage, challenge, lean,  | Attacking and Defending opposite team, rebound,  |
| **Indoor**  | Pirate Dance and drama movement, warm up, feelings, move freely | Circuit training scorecard, beat, feel, improve | Gymnastics partner, balance, perform, safety, bend | Multi Skills- Ball skills with Tri Golfclub, tee, drive, power | Dance using simple movements- Zoo march, stretch, cool down, exercise, personal space.  | Gymnastics- Under the seademonstrate, apparatus, land, sequence, match  |
| **Year 3** |
| **Outdoor**  | FundamentalsInvasion game goalkeeper, opposition, intercept, space, scoring | Hockey attacking, defending, attempt, dribble, receive | Athletics  practise, demonstratecontrol coordination | OAAteamwork, explain, navigate, support, north, south, east, west, map | Swimmingsplash, underwater, front crawl, backstroke, develop | Athletics continuedtechnique, performance, hurdles, standing long jump, push throw |
| **Indoor** | Gymnastics series, routine, refine, static, positions.  | Dance- Cry for freedomimprovise, combine, link, patterns | Dance and Highland Games**-** Scottish Reel, Capoeira, The Mekecooperatively, partner, strengths, represent, identify | Circuit Training with SAQtravel, exercise, circuit, improve, performance | Dodgeballdodge, block, intercept, safety | Gymnasticslow level, sequence, confidence, symmetry, balance |
| **Year 4**  |
| **Outdoor**  |  Fundamentals Striking and FieldingCricket, field, strike |  Tag Rugbygrip, passive defender, side stepping, tagging, rugby ball, backwards pass |  Swimming breaststroke, strokes, 25metres, , float |  Swimmingdistance, confidently, lifesaving skills |  Athleticsfluency, accuracy, participate, performed, personal best,  |  OAAleadership, course, complete, persevere  |
| **Indoor**  | Dance – Mayan Danceexplain, unison, canon, evaluate | Yoga  poses, arch, breathe, relax, still | Dance - African dance/rain danceperformance, critical, feedback, change, create | Gymnastics(Jumps & Leaps)leap, movements, practise, advise  | Circuitsupper body, muscles, personal target, lower body | Gymnastics with large apparatus repel, attract, counterbalances, forces, nature,  |
| **Year 5**  |
| **Outdoor**  |  Basketball (Swimming 2022 and 2023 due to covid) distance, referee, rebound, foul, slam dunk, dribbling |  Invasion Games. Footballtravel, invasion, tactic intercept |  Lacrossestick, quickstick, cradle, scoop |  Tennisforehand, backhand, grip, serve, volley, lob shot |  Athleticsinvestigate, sprint, standing vertical jump, measure, stamina, height, javelin |  OAAclockwise, anti-clockwise, compass, symbols, key |
| **Indoor**  | Lindy Hop (Links to WW2 topic) creative, emotive, lindy hop, similar  | Autumn 2 – Gymnastics (few weeks)body tension, travelling, technique, vault | Space Dance facial expression, gesture, unison, motif, fluency  | Gymnastics acrobatic, sideways, platform, control | Circuits/SAQrest time, recovery, stations, weaknesses, achievements | Core strength and large apparatus core, biceps, triceps, strength, hamstring, quadriceps |
| **Year 6**  |
| **Outdoor**  |  Netball post, chest pass, goal attack, centre, court, points, shoot,  |  Invasion Gamesrepossession, outwit, anticipate,  |  Striking and Fielding umpire, delivery, field placing,  |  Cricketfielding, batting, bowler, wicket, batsman,  |  Athleticsreaction, downsweep, baton, obstacles, overhead heave, discuss  |  Roundersbase, no ball, base, boundary, stump, backstop, stance |
| **Year 6 Indoor**  | Circuit trainingreaction time, muscular strength, fatigue, circulatory and respiratory | Fundamental skill Gymnastics rhythmic, creative, performance, pike backward roll, recognisable,  | Street Dancing patterns, improvise, isolation, tempo, respond | Gymnastics- Shape and Balance Large Apparatusrefine, improved, represent,  | Badmintonshuttlecock, receive, opponent, overhead clear, overhead dropshot | Circuit training and SAQ skills Cardiovascular fitness, endurance |

National Curriculum Objectives

Swimming:

* 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.

Key Stage 2:

* 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.

Key Stage 1:

* 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.