|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 skills  Tennis racket, net, ball, score, team | Athletics- run, jump, turns, aim | Orienteering  follow, clues, check |
| **Indoor** | Gymnastics  climb, wide, thin, lift, carry | Year 1 Baseline FMS Unit - Lost and Found | Dance  shape, body, spin, idea, copy | Multiskills  speed, bounce | Transport Dance  beat, high, low, spikey shape | Large Apparatus  climb, hold, shape |
| **Year 2** | | | | | | |
| **Outdoor** | Movement without and with a ball  target, 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, | Athletics  finish, 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 Golf  club, tee, drive, power | Dance using simple movements- Zoo  march, stretch, cool down, exercise, personal space. | Gymnastics- Under the sea  demonstrate, apparatus, land, sequence, match |
| **Year 3** | | | | | | |
| **Outdoor** | Fundamentals  Invasion game  goalkeeper, opposition, intercept, space, scoring | Hockey  attacking, defending, attempt, dribble, receive | Athletics  practise, demonstrate  control coordination | OAA  teamwork, explain, navigate, support, north, south, east, west, map | Swimming  splash, underwater, front crawl, backstroke, develop | Athletics continued  technique, performance, hurdles, standing long jump, push throw |
| **Indoor** | Gymnastics  series, routine, refine, static, positions. | Dance- Cry for freedom  improvise, combine, link, patterns | Dance and Highland Games**-** Scottish Reel, Capoeira, The Meke  cooperatively, partner, strengths, represent, identify | Circuit Training with SAQ  travel, exercise, circuit, improve, performance | Dodgeball  dodge, block, intercept, safety | Gymnastics  low level, sequence, confidence, symmetry, balance |
| **Year 4** | | | | | | |
| **Outdoor** | Fundamentals Striking and Fielding  Cricket, field, strike | Tag Rugby  grip, passive defender, side stepping, tagging, rugby ball, backwards pass | Swimming  breaststroke, strokes, 25metres, , float | Swimming  distance, confidently, lifesaving skills | Athletics  fluency, accuracy, participate, performed, personal best, | OAA  leadership, course, complete, persevere |
| **Indoor** | Dance – Mayan Dance  explain, unison, canon, evaluate | Yoga    poses, arch, breathe, relax, still | Dance - African dance/rain dance  performance, critical, feedback, change, create | Gymnastics  (Jumps & Leaps)  leap, movements, practise, advise | Circuits  upper 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. Football  travel, invasion, tactic intercept | Lacrosse  stick, quickstick, cradle, scoop | Tennis  forehand, backhand, grip, serve, volley, lob shot | Athletics  investigate, sprint, standing vertical jump, measure, stamina, height, javelin | OAA  clockwise, 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/SAQ  rest 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 Games  repossession, outwit, anticipate, | Striking and Fielding  umpire, delivery, field placing, | Cricket  fielding, batting, bowler, wicket, batsman, | Athletics  reaction, downsweep, baton, obstacles, overhead heave, discuss | Rounders  base, no ball, base, boundary, stump, backstop, stance |
| **Year 6 Indoor** | Circuit training  reaction 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 Apparatus  refine, improved, represent, | Badminton  shuttlecock, 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.