

Highgate Curriculum Physical Education

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		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
PE Progression Overview	Tea che r	AUT 1	Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand.	<i>Games Ball skills and games Unit 1</i>	<i>Games Dribbling, kicking and hitting Unit 3</i>	<i>Games Invasion Ball skills Unit 1</i>	<i>Games Invasion Unit 3 Basketball/football etc. skills</i>	<i>Games Invasion Unit 2 Koosh Ball (Teacher made)</i>	<i>Games Invasion Ball handling Tag Rugby Unit 4</i>
	PP A PE	AUT 1	Experiments with different ways of moving. Jumps off an object and lands appropriately.	<i>Athletics Unit 1</i>	<i>Athletics Unit 1</i>	<i>Athletics Unit 1</i>	<i>Athletics Unit 1</i>	<i>Athletics Unit 1</i>	<i>Athletics Unit 1</i>
	Tea che r	AUT 2	Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.	<i>Dance Unit 1</i>	<i>Dance Unit 1</i>	<i>Dance Unit 1</i>	<i>Dance Unit 1</i>	<i>Dance Unit 1</i>	<i>Dance Unit 1</i>
	PP A PE	AUT 2	Travels with confidence and skill around, under, over and through balancing and climbing equipment.	<i>Gymnastics Unit D</i>	<i>Gymnastics Unit H</i>	<i>Gymnastics Stretching and Curling Unit L</i>	<i>Gymnastics Balance Unit P</i>	<i>Gymnastics Bridges Unit T</i>	<i>Gymnastics Counter Balance Counter Tension Unit AA</i>
	Tea che r	SPR 1	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	<i>Gymnastics Unit E</i>	<i>Gymnastics Unit I</i>	<i>Gymnastics Symmetry and asymmetry Unit M</i>	<i>Gymnastics Receiving Body Weight Unit Q</i>	<i>Gymnastics Flight Unit U</i>	<i>Gymnastics Synchronisation and canon Unit Y</i>
	PP A PE	SPR 1	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. (X PSED)	<i>Games Developing Partner work Unit 4</i>	<i>Games Making up a game Unit 2</i>	<i>Net/Court/ wall Unit 3 Basketball</i>	<i>Net/Court/ wall Unit 1 Tennis/ badminton</i>	<i>Net/Court/ wall Unit 1 Badminton</i>	<i>Net/Court/ wall Unit 2 Volleyball</i>
	Tea che r	SPR 2	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	<i>Games Throwing and catching – aiming games Unit 2</i>	<i>Games Throwing and catching – inventing games Unit 1</i>	<i>Games Creative Making Games Unit 2</i>	<i>Games Problem solving and inventing games Unit 2</i>	<i>Games Implement and Kicking (Hockey and soccer) Unit 3</i>	<i>Games Invasion Hockey Soccer Unit 1</i>
	PP A PE	SPR 2	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (X EA)	<i>Dance 2</i>	<i>Dance 2</i>	<i>Dance 2</i>	<i>Dance 2</i>	<i>Dance 2</i>	<i>Dance 2</i>
	Tea che r	SUM 1	Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.	<i>Athletics Unit 2 Both sessions to get this all in before Sports Day</i>	<i>Athletics Unit 2 Both sessions to get this all in before Sports Day</i>	<i>Athletics Unit 2 Both sessions to get this all in before Sports Day</i>	<i>Athletics Unit 2 Both sessions to get this all in before Sports Day</i>	<i>Athletics Unit 2 Both sessions to get this all in before Sports Day</i>	<i>Athletics Unit 2 Both sessions to get this all in before Sports Day</i>
	PP A PE	SUM 1	Children can hop confidently and skip in time to music.	<i>Athletics Unit 2</i>	<i>Athletics Unit 2</i>	<i>Athletics Unit 2</i>	<i>Athletics Unit 2</i>	<i>Athletics Unit 2</i>	<i>Athletics Unit 2</i>
Tea che r	SUM 2	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	<i>Games Bat/Ball skills and games - skipping Unit 3</i>	<i>Games Group Games and inventing rules Unit 4</i>	<i>Games Striking Fielding Unit 4</i>	<i>Games Striking Fielding Unit 4</i>	<i>Games Striking Fielding Unit 4 (inc Rounders and Cricket)</i>	<i>Games Striking Fielding Rounders Unit 3</i>	
PP A PE	SUM 2	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	<i>Games Bat/Ball skills and games - skipping Unit 3</i>	<i>Games Group Games and inventing rules Unit 4</i>	<i>Games Striking Fielding Unit 4</i>	<i>Games Striking Fielding Unit 4</i>	<i>Games Striking Fielding Unit 4 (inc Rounders and Cricket)</i>	<i>Games Striking Fielding Rounders Unit 3</i>	
			<i>Outdoors and Adventurous 4 session over the year</i>	<i>Outdoors and Adventurous 4 session over the year</i>	<i>Outdoors and Adventurous 4 session over the year</i>	<i>Outdoors and Adventurous 4 session over the year</i>	<i>Outdoors and Adventurous 4 session over the year</i>	<i>Outdoors and Adventurous 4 sessions over the year</i>	

EYFS Physical Development

Areas of development covered through Val Sabin materials Focus areas: games, gymnastics and dance

Fine Motor Skills	Gross Motor Skills	Health and Self Care
ELO: Entering developing secure ELG Exceeding	ELO: Entering, developing, secure ELG Exceeding	ELO: Entering developing secure ELG Exceeding

Areas of Physical Education Progression KS1 to KS2

Areas of Physical Education covered through Val Sabin materials

Athletics	Dance	Games – Invasion/ Striking and Fielding/ Net, Court and Wall	Gymnastics	Swimming




Athletics Progression		– Deciding which Unit to teach depending on the cohort and ability demonstrated. Green is the starting point for each year group
EYFS – EARLY LEARNING OUTCOMES		
Year 1		Year 2
Unit 1	<p>(a) Travelling in different ways to involve whole body and mobilise joints when warming up.</p> <p>(b) Engaging in pulse-raising running and avoiding games to develop spatial awareness and control when moving.</p> <p>(c) Developing specific basic skills of:</p> <ul style="list-style-type: none"> ● changing speed ● control in picking up/putting down equipment ● underarm throwing ● simple take-offs and landings <i>(one foot to one foot; one foot to the other foot; two feet to two feet)</i> ● travelling on different pathways ● push throw. <p>(d) Working cooperatively with a partner and problem solving.</p> <p>(e) Exploring how different pieces of equipment are suitable for different situations and tasks.</p> <p>(f) Working to the rules of a game or challenge.</p>	<p>(a) Introduction to mobility exercises and their importance for efficient movement.</p> <p>(b) Engaging in pulse-raising, running and avoiding games to further develop spatial awareness and control when moving.</p> <p>(c) Further development of the specific basic skills of:</p> <ul style="list-style-type: none"> ● push throw with two hands ● technique in short distance running ● underarm throwing (<i>fling throw</i>) for distance and accuracy ● paced running ● jumping with different take-offs and landings ● push throw with a bounce. <p>(d) Working cooperatively with a partner, counting, timing and problem solving.</p> <p>(e) Exploring how different body positions, different types of equipment and different take-offs and landings can affect the distance, height or effectiveness of an activity.</p> <p>(f) Working to the rules of a game or challenge.</p>
Unit 2	<p>(a) Travelling in different ways for whole body involvement and efficient mobilisation of joints.</p> <p>(b) Engaging in pulse-raising running and avoiding games to further develop spatial awareness and control when moving.</p> <p>(c) Further developing specific basic skills of:</p> <ul style="list-style-type: none"> ● running style ● jumping techniques and combination of jumps together with a partner ● pull throw - overarm throwing ● pivot turn - changing direction ● running in curving pathways ● underarm throwing ● push throw. <p>(d) Working cooperatively with a partner and problem solving.</p> <p>(e) Exploring how different body positions and different types of equipment affect the success/effectiveness of an activity.</p> <p>(f) Working to the rules of a game or challenge.</p>	<p>(a) Introduction to mobility exercises and children incorporating them into their warm-ups.</p> <p>(b) Engaging in a variety of pulse-raising running and avoiding games to further develop co-ordination and control of their bodies in space.</p> <p>(c) Developing basic techniques of:</p> <ul style="list-style-type: none"> ● push-throw and push-bounce ● sprinting technique - isolating different elements ● throwing for distance ● even pacing between obstacles ● jumping for distance using different patterns and take-offs and landings ● push throw with a bounce. <p>(d) Working cooperatively with a partner, counting, timing, problem solving and simple peer assessment.</p> <p>(e) Exploring and experiencing the use of a range of equipment, different body positions, different types of take-off and landing and understanding how they can affect the success of an activity.</p> <p>(f) Working together to follow the rules of a game, relay or event.</p>


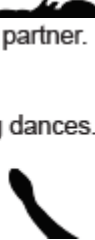



Athletics		
	Year 3	Year 4
Unit 1	<p>(a) Independent use of mobility exercises and children incorporating them into their warm-ups.</p> <p>(b) Engaging in a variety of pulse-raising, running and avoiding games to develop nimble footwork, transference of body weight and spatial awareness.</p> <p>(c) Developing techniques of:-</p> <ul style="list-style-type: none"> • sprinting style. • throwing for accuracy (<i>fling-throw</i>). • sprinting and changing pace. • jumping - take-offs and landings (<i>combinations</i>). • relays and simple shuttle take-over. • throwing for distance (<i>pull-throw</i>). <p>(d) Working co-operatively with a partner to count, measure, time and give peer assessment.</p> <p>(e) Using a range of equipment to throw, experiencing different body positions, different take-offs and landings and different speeds and rhythms of running. Understanding how using the correct one helps ensure success.</p> <p>(f) Working together in groups to engage in relays, challenges and problem-solving activities.</p>	<p>(a) Independent use of mobility exercises and a range of pulse-raising problem-solving activities.</p> <p>(b) Engaging in a variety of pulse-raising running and avoiding games to develop nimble footwork, transference of weight and spatial awareness.</p> <p>(c) Developing techniques of:-</p> <ul style="list-style-type: none"> • Running for speed and distance. • Throwing techniques-push and pull. • Jumping, high and low. • Sprint speed and take-over from behind. • Throwing for distance and accuracy. • Running over obstacles. <p>(d) Working with a partner to count, measure, time and give peer assessment.</p> <p>(e) Using a range of equipment, techniques and body positions when throwing; exploring a range of take offs and landings when jumping high and long; experiencing a range of speeds and rhythms when running and understanding when to use the appropriate one.</p> <p>(f) Working together in groups or teams to engage in challenges, relays and problem-solving activities.</p>
Unit 2	<p>(a) Independent use of mobility exercises.</p> <p>(b) Engaging in a variety of pulse-raising running and avoiding games to develop nimble footwork, transference of weight and spatial awareness</p> <p>(c) Developing techniques of:-</p> <ul style="list-style-type: none"> • sprinting - use of arms and legs • throwing for accuracy • jumping for distance • running, jumping and throwing comparisons • longer distances - endurance <p>(d) Working co-operatively with a partner to count, measure, time and give peer assessment.</p> <p>(e) Using a range of equipment and targets when throwing. Exploring take-offs and landings, adding a three-step run-up and combining a series of jumps. Experiencing different speeds and rhythms of running and understanding when to use the most effective one.</p> <p>(f) Working together in groups to engage in relays, challenges and problem-solving activities.</p>	<p>(a) Independent use of mobility exercises and a range of pulse-raising problem-solving activities.</p> <p>(b) Engaging in a variety of, running and avoiding games to develop nimble footwork, transference of body weight and spatial awareness.</p> <p>(c) Developing techniques of:-</p> <ul style="list-style-type: none"> • Paced running for distance. • Combination jumping. • Relay take over-downsweep. • Using different throws for accuracy. <p>(d) Working with a partner to count, measure, time, and engage in peer assessment.</p> <p>(e) Using a range of equipment and techniques for throwing; exploring and combining various take-offs and landings; developing an understanding of rhythm and pace in running and learning a specific take-over technique -"down sweep".</p> <p>(f) Working together in groups or teams to engage in more complex challenges, problem-solving situations, and competitions.</p>

Athletics	
Year 5	Year 6
<p>9-10 YEARS (YEAR 5) ATHLETICS UNIT 1</p> <p>(a) Warming-up exercises and games.</p> <p>(b) Pulse-raising chasing and tag games to develop balance and spatial awareness.</p> <p>(c) Developing techniques of:-</p> <ul style="list-style-type: none"> • Developing rhythm in running and over obstacles. • Throwing- "Pull" throw. • Sprinting style. • Jumping combinations • Relay take-over- "upsweep" • Estimating duration, distance and speed. <p>(d) Working with a partner and small group to count, measure, time and give peer assessment.</p> <p>(e) Using a range of equipment and techniques when throwing; jumping with combination jumps for distance; experiencing a range of rhythms and speeds when running, and understanding when to apply them approximately.</p> <p>(f) Working co-operatively in teams to engage in challenges and competitive situations.</p>	<p>10-11 YEARS (YEAR 6) ATHLETICS UNIT 1</p> <p>(a) Warming-up exercises and games.</p> <p>(b) Pulse-raising chasing and tag games to develop balance and spatial awareness.</p> <p>(c) Developing techniques of:-</p> <ul style="list-style-type: none"> • Drive and speed • Throwing styles-push (<i>shot</i>) -sling (<i>discus</i>) • Jumping-long-(<i>long jump</i>) -combination (<i>triple jump</i>) • Pull throw (<i>javelin</i>) running over obstacles • Running longer distances. <p>(d) Working with a partner and small group to count, measure, time and give peer assessment.</p> <p>(e) Using a range of equipment and techniques when throwing. Jumping and adding a short run-up. Developing rhythm, techniques and speed when running different distances and understanding when to apply them in different situations</p> <p>(f) Working co-operatively in teams to engage in challenges and competitive situations.</p>
<p>9-10 YEARS (YEAR 5) ATHLETICS UNIT 2</p> <p>(a) Warming-up exercises and games.</p> <p>(b) Pulse-raising chasing and tag games to develop balance and spatial awareness.</p> <p>(c) Developing techniques of:-</p> <ul style="list-style-type: none"> • Jumping high and long. • Sprint starts. • Distance running. • Throwing for distance and accuracy. • Relays. <p>(d) Working with a partner and small group to count, measure, time and give peer assessment.</p> <p>(e) Using a range of equipment and techniques when throwing; jumping with combination jumps for distance and 'scissor' jump for height; expanding a range of rhythms and speeds when running and understanding when to apply them appropriately; developing sprint starts.</p> <p>(f) Working co-operatively in teams to engage in challenges and competitive situations.</p>	<p>10-11 YEARS (YEAR 6) ATHLETICS UNIT 2</p> <p>(a) Warming-up games, exercises and stretches.</p> <p>(b) Pulse-raising chasing and tag games to develop balance and spatial awareness.</p> <p>(c) Developing techniques of:-</p> <ul style="list-style-type: none"> • Stride frequency and smooth relay take overs. (<i>upsweep and downsweep.</i>) • Jumping for height (<i>scissor jump.</i>) • Changing direction at speed, • Pull throw (<i>javelin</i>). • Changing speed. <p>(d) Working competitively in beat your own record situations and in competition with others.</p> <p>(e) Working individually, in pairs and small groups to measure, time, estimate and set targets.</p> <p>(f) Engaging in peer assessment and evaluating own performance.</p> <p>(g) Working co-operatively in teams to engage in, and manage, challenges and competitions.</p>

	Dance all start with Unit 1. The other materials will develop the children depending on the ability of the cohort.	Teachers must start with Unit 1, then progress through the other units as necessary in sequence (making it progressive) and can lead to more depth depending on time within the curriculum.
	EYFS	Year 1 see below
Unit 1	<ul style="list-style-type: none"> ● To be aware of the space around them and move safely about the room. ● To make simple shapes with their bodies. ● To travel on feet in a variety of ways. ● To recognise repeated sounds and sound patterns and match movements to music. 	
Unit 2	<ul style="list-style-type: none"> ● To travel safely in a variety of ways on different parts of the body. ● To recognise and make simple shapes with their bodies. ● To move on different levels and in different directions. ● To recognise and use changes of speed. 	
Unit 3	<ul style="list-style-type: none"> ● To recognise and use a variety of body shapes. ● To move and “freeze” with control. ● To travel and turn on high and low levels. ● To travel, rise and fall using different speeds. 	
Unit 4	<ul style="list-style-type: none"> ● To distinguish between different shapes – stretched, curled, wide and thin. ● To create pathways and patterns on the floor and in the air. ● To work co-operatively with a partner. 	

Dance		
	Year 1	Year 2
Unit 1	<ul style="list-style-type: none"> To distinguish between different shapes – stretched, curled, wide and thin. To create pathways and patterns on the floor and in the air. To work co-operatively with a partner. 	<ul style="list-style-type: none"> To use a range of basic dance actions with understanding. To work alone with guidance from the teacher to create movement ideas. To use different levels, directions and speeds and choose appropriate actions for the dance idea. To understand and use contrasts in weight (<i>dynamic elements</i>). To talk about the dance and why they liked it, using appropriate vocabulary.
Unit 2	<ul style="list-style-type: none"> To respond to a range of stimuli. To make rounded and spiky shapes with their bodies and create different patterns in the air or on the floor. To choose appropriate movements to express the dance idea. 	<ul style="list-style-type: none"> To work co-operatively in pairs and 3's to create a dance. To respond to different stimuli (<i>music, bubbles and a poem</i>). To change and vary actions – show contrasts in shape, speed and size. To recognise, describe and comment on quality of basic actions and relationships.
Unit 3	<ul style="list-style-type: none"> To perform simple rhythmic patterns and repeat them in different formations. To work alone, with guidance from the teacher, to create movement ideas in response to a story or repeated rhythm. To select movements from those they practise to create a dance. To observe each other and themselves. 	<ul style="list-style-type: none"> To respond to different types of stimuli (<i>flash cards and story</i>.) To work in pairs or small groups to create ideas for a dance. To use a variety of basic dance actions (<i>turning, jumping, travelling,</i>) gesture, shape and stillness. To change and vary actions - speed, size, weight. To observe each other dancing and say what they like or can be made better.
Unit 4	<ul style="list-style-type: none"> To perform the basic actions of travelling, jumping, turning, gesture and shape. To choose appropriate dance actions and phrases to convey the meaning of the story. To vary speeds, directions and pathways. To perform actions on different pathways and in different formations. 	<ul style="list-style-type: none"> To copy and perform simple movements/rhythmic patterns. To understand that dance plays an important part in other cultures. To recognise that dances have changed throughout history. To understand that dance is active and that changes will occur in their bodies. To change and vary their actions.

Dance		
	Year 3	Year 4
Unit 1	<ul style="list-style-type: none"> To improvise freely. To develop different ways of travelling, jumping and turning and create dance phrases. To perform the basic actions and dances clearly and fluently. To work with a partner. To observe themselves and others dancing. 	<ul style="list-style-type: none"> To perform dance actions with greater control, fluency and co-ordination. To improvise freely, translating ideas from a stimulus into movement. To create and link dance phrases using a simple dance structure. To perform dances with an awareness of rhythmic, dynamic and expressive qualities. To describe and evaluate how they might improve their dances. To shape movement into a whole dance with a simple structure. 
Unit 2	<ul style="list-style-type: none"> To perform basic dance actions with greater control and fluency. To copy and perform set steps. To perform with a sense of phrasing, rhythmically and musically. To select and apply appropriate movements for the dance idea. To evaluate their own and others' performances. To create and structure a whole dance. To observe each other dancing. 	<ul style="list-style-type: none"> To respond imaginatively to stimuli. To work in small groups to develop movement. To compose, using a range of new devices. To interpret and comment upon others' work.
Unit 3	<ul style="list-style-type: none"> To use story as a stimulus for dance. To interpret images into appropriate movement. To create and structure a whole simple dance. 	<ul style="list-style-type: none"> To explore and create movement in response to the stimulus of a game. To display how to link movements together logically and fluently. To perform more complex dance phrases. To use different partner-work devices. To work in small groups to develop movement. To demonstrate a range of descriptive language when talking about dance.
Unit 4	<ul style="list-style-type: none"> To perform dance actions with greater control, fluency and co-ordination. To improvise freely, translating ideas from a stimulus into movement. To create and link dance phrases using a simple dance structure. To perform dances with an awareness of rhythmic, dynamic and expressive qualities. To describe and evaluate how they might improve their dances. To shape movement into a whole dance with a simple structure. 	<ul style="list-style-type: none"> To develop simple motifs. To refine, remember and repeat dance phrases. To use different partnerwork devices. To perform dances clearly and fluently. To perform a dance with two sections A and B. To capture the mood of the dance. To evaluate their own work.

Dance	
Year 5	Year 6
<ul style="list-style-type: none"> • To use visual stimuli as a starting point for dance movement • To work in small groups to develop ideas • To use props as an integral part of the dance. 	<ul style="list-style-type: none"> • To explore, improvise and combine movement ideas fluently and effectively. • To perform with clear intention and meaning. • To perform set patterns with knowledge and understanding of their meaning. • To work collaboratively in small and large groups. • To comment upon appropriate actions. • To value the contributions that dance makes to different cultures. • To prepare effectively for dancing.
<ul style="list-style-type: none"> • To perform basic dance actions with increased control. • To explore and improvise ideas, working on their own, with a partner and in a group. • To compose dances by using, adapting and developing steps, formations and patterning. • To perform dances expressively. • To work in different group formations. • To evaluate their own and others' dances. 	<ul style="list-style-type: none"> • To work creatively and imaginatively on their own and with a partner. • To create and structure phrases and sections of a dance. • To perform expressively and sensitively to accompaniment. • To begin to use basic compositional principles when creating dances. • To perform dances fluently and with control. • To observe and evaluate their own and other's dances. • To warm up and cool down independently. 
<ul style="list-style-type: none"> • To respond to a range of stimuli and accompaniment. • To perform with expression to convey a variety of moods and feelings. • To develop movement phrases and simple motifs. • To practise dance in order to refine the quality. • To demonstrate competence in actions and dynamics. • To comment on work in order to improve skills and performance. 	<ul style="list-style-type: none"> • To explore, improvise and combine movement ideas fluently and effectively • To perform with expression and show clear understanding of the dance • To demonstrate the ability to translate ideas into symbolic movement • To show confidence in including personal responses in relation to observation. 
<ul style="list-style-type: none"> • To respond to a range of stimuli and accompaniment. • To begin to use basic compositional principles. • To explore, improve and plan dances in groups. • To demonstrate competence in actions and dynamics. • To practise dance in order to refine the quality. • To understand how a dance is formed and performed. 	<ul style="list-style-type: none"> • To display the appropriate dynamics to colour the movement, to ensure mood and feeling. • To demonstrate combinations of movements showing clarity and accuracy. • To choose appropriate movement and dynamics to reflect the idea. • To link movements together in a logical sequence. • To demonstrate a range of descriptive language. • To use a range of compositional devices, motif development, repetition and group organisation. 

Games		
	EYFS	Year 1 see below
Unit 1	<ul style="list-style-type: none"> (a) Balancing bean-bags on different body parts. <ul style="list-style-type: none"> (i) Walking whilst balancing bean-bags. (ii) Walking in different directions whilst balancing bean-bags. (b) Jumping, hopping etc over bean-bags on the floor. (c) Passing bean-bags round the different body parts. (d) Aiming type activities using <ul style="list-style-type: none"> (i) Underarm throwing (ii) Looking at the target (iii) Taking turns. (e) Throwing and catching. <ul style="list-style-type: none"> (i) Throwing into spaces, over lines and at targets (ii) Develop throwing and catching skills. 	
Unit 2	<ul style="list-style-type: none"> (a) Rolling and receiving the ball individually and with a partner. (b) Passing the ball around different body parts. (c) Patting and bouncing the ball downwards. (d) Throwing and catching high and low. (e) Steering activities with hands and with feet. (f) Aiming activities: <ul style="list-style-type: none"> (i) Individually at a target. (ii) With a partner. (g) Kicking and dribbling the ball. 	
Unit 3	<ul style="list-style-type: none"> (a) Hoops – using hoops in imaginative ways and different ways e.g. <ul style="list-style-type: none"> (i) Stepping in and out, jumping over, moving around the outside edge. (ii) "Hula-hoop" around different body parts. (iii) Rolling hoops along the ground. (iv) Aiming games. (b) Quoits – using quoits in imaginative and different ways e.g. <ul style="list-style-type: none"> (i) Balancing, twirling, rolling, spinning. (ii) Throwing and catching. (iii) Passing the quoit around different parts of the body. (iv) Aiming games. (c) Moving at different speeds. (d) Co-operating with a partner or with the whole class to play games. 	
Unit 4	<ul style="list-style-type: none"> (a) Using skipping ropes to make different shapes on the ground. <ul style="list-style-type: none"> (i) Travelling around them in different ways. (ii) Travelling over them in different ways. (b) Pushing the ball along the ground with hand or bat: <ul style="list-style-type: none"> (i) Forwards. (ii) In different directions. (c) Passing the ball around the body: (d) Balancing the ball on the bat: <ul style="list-style-type: none"> (i) When standing still. (ii) When walking. (e) Bouncing the ball downwards and upwards with the bat. (f) Hitting the ball along the ground with the bat. (g) Hitting the ball along the ground to a partner. (h) Moving to get in line with the ball when receiving it. (i) Throwing and catching a small ball and bouncing it downwards. (j) Aiming games in two's using bats and a ball. 	

In Year progress	Games	
	Year 1	Year 2
	5-6 YEARS (YEAR 1) UNIT 1 - FOCUS ON BALL SKILLS AND GAMES (a) Familiarisation with a ball – balancing, rolling and passing the ball around different body parts. (b) Patting and bouncing the ball and using the skills in games. (c) Throwing, catching, rolling and receiving and developing games. (d) Kicking the ball and dribbling. (e) Throwing and catching using bean-bags, small balls and quoits. (f) Using the skills to develop individual and partner target games.	6-7 YEARS (YEAR 2) UNIT 3 - DRIBBLING, KICKING AND HITTING (a) Vigorous warm-up activities which encourage mobility and awareness of space and other people. (b) Dribble (<i>with hands, feet and implement</i>) to develop control, change of speed and change of direction. (c) Work with a partner to pass, receive and strike in a variety of ways with a range of apparatus. (d) With a partner strike a ball along the floor and through the air using hands and a range of implements. (e) Play games with a partner, selecting and applying the skills that have been developed and putting them under pressure. (f) Using a variety of equipment and different sized balls in invasion / net / striking type activities to develop simple tactics for attacking and defending.
	5-6 YEARS (YEAR 1) UNIT 2 - THROWING AND CATCHING - AIMING GAMES (a) Throwing and catching with different equipment. (b) Pairs catching using different equipment. (c) Throwing and catching one handed. (d) Aiming, using different equipment. (e) Rolling, kicking, bouncing and throwing to aim at a range of targets. (f) Aiming onto/over lines, at targets, hoops, skittles etc. (g) Partner aiming games – co-operative and competence.	6-7 YEARS (YEAR 2) UNIT 1 - THROWING AND CATCHING - INVENTING GAMES (a) Running and avoiding games for warm-ups to develop safe moving and awareness of others. (b) Develop throwing and catching skills using a range of equipment (<i>different sizes, shapes, weights, textures etc.</i>). (c) "Beat your own record" activities to put the skill under some pressure and send and receive using different directions and levels. (d) Throw, catch and bounce in different ways. (<i>One hand, the other hand, two hands, with different body parts, over the head, under or around different body parts, overarm throwing etc.</i>) (e) Throw and catch in a stationary position, on the move, in different ways. (f) Make up games using throwing, catching and bouncing. Teach the game to a partner and play it co-operatively and competitively.
	5-6 YEARS (YEAR 1) UNIT 3 - BAT / BALL SKILLS AND GAMES - SKIPPING (a) Running, jumping and avoiding games in warm-up. (b) Roll and push the ball along the ground with a bat. (c) Push and roll in different directions and weave through "slaloms". (d) Balance a ball on a bat with control – standing and walking. (e) In a controlled way hit a ball upwards / downwards with a bat. (f) Strike a ball to a partner – both along the ground and in the air. (g) Strike a ball rolled or thrown by a partner. (h) Strike alternately to each other along the ground - move in line with the ball to receive it. (i) Skipping with a rope.	6-7 YEARS (YEAR 2) UNIT 2 - MAKING UP A GAME (a) Vigorous warm-ups to encourage spatial awareness, mobility, coordination and control. (b) Aim at a stationary or moving target using different equipment and variety of balls. (c) Aim, using different types of sending with hands, feet and bat. (d) Developing simple strategies and tactics by bouncing, kicking or throwing a ball at different angles, heights and speeds into spaces. (e) Track the path of a ball and move across it to intercept efficiently. (f) Run after a moving ball, field it and return. (g) Receive the ball on the move. (h) Make up games individually – teach to a partner and improve each other's. (i) Choose the equipment to create games with a partner. (j) Make up rules for the games and make them more challenging.
5-6 YEARS (YEAR 1) UNIT 4 - DEVELOPING PARTNERWORK (a) Running, skipping and avoiding games for warm-ups with emphasis on work in 2's. (b) Skipping practice with a rope. (c) Throw, catch, roll and bounce a variety of apparatus (<i>including hoops</i>) individually and with a partner in a "game". (d) Move with hoops and through hoops. (e) Kick and dribble a ball with control and play a game with a partner. (f) Using a bat, strike a ball along the ground and into the air. (g) Co-operative games are developed to practise and progress the various sending and receiving skills. (h) Children change the rules to make the games more challenging.	6-7 YEARS (YEAR 2) UNIT 4 - GROUP GAMES AND INVENTING RULES (a) Vigorous and active warm-ups to encourage spatial awareness and safety. (b) Working co-operatively in small groups to play a range of games. (c) Development and extension of bouncing, kicking, throwing, catching and striking skills. (d) Sending and aiming skills developing footwork and whole body coordination. (e) A range of games where children work in groups of varying sizes, in 3 v 1 situation, or 2 v 2 or 4 v 4 across a net. (f) Children invent scoring systems and simple rules to make their games acceptable and fair and improve the quality of their game. (g) Develop simple group tactics. (<i>Work as a team to defend a "goal" or stand between the goal and the person with the ball.</i>)	

	Games	
	Year 3	Year 4
	<p>7-8 YEARS (YEAR 3) UNIT 1 - BALL SKILLS – INVASION FOCUS</p> <p>(a) Pass and receive with hands in different ways (<i>chest bounce and shoulder</i>) using different apparatus.</p> <p>(b) Dribble, pass and receive with feet.</p> <p>(c) Sequence passing.</p> <p>(d) Signal for the ball – signal and move into a space to receive the ball.</p> <p>(e) Pass and move to retain possession using activities which give a numerical advantage.</p> <p>(f) Keep possession and progress down the pitch towards the goal.</p> <p>(g) Co-operative and competitive games to further develop these skills and simple tactics under pressure. (<i>Formations e.g. 2 v 1, 3 v 1, 3 v 2, 3 v 3</i>)</p> <p>(h) Revision of skipping skills.</p>	<p>8-9 YEARS (YEAR 4) UNIT 3 - INVASION GAMES</p> <p>(a) Development of invasion game skills in small sided games using different formations e.g. 3 v 1, 3 v 2, 3 v 3, 4 v 4</p> <p>(b) Sending – passing, throwing, kicking with different implements and balls of different sizes, textures and weight, to develop and extend control, accuracy and consistency.</p> <p>(c) Send, receive, gather in various ways, keeping possession (e.g. carry, bounce, dribble)</p> <p>(d) Travel with the ball – run to pick up the ball and continue.</p> <p>(e) Develop spatial awareness and decision making.</p> <p>(f) Develop dodging, marking, signalling and interception and understand “possession”.</p> <p>(g) Revise and extend pass and move and forward progression down the pitch.</p> <p>(h) Co-operative teamwork and communication.</p> <p>(i) Develop principles and tactics for attack and defence across the activities.</p>
	<p>7-8 YEARS (YEAR 3) UNIT 4 - STRIKING / FIELDING GAMES</p> <p>(a) Vigorous running and avoiding warm-ups to encourage mobility and spatial awareness.</p> <p>(b) Develop throwing and catching e.g. underarm, overarm, high, low, fast, slow.</p> <p>(c) Develop fielding skills e.g. with ball travelling towards or to one side of the fielder or run after it to retrieve and return.</p> <p>(d) Develop accurate “feed” - along the ground, with one bounce, with no bounce.</p> <p>(e) Develop striking skills along the ground and in the air.</p> <p>(f) Engage in co-operative situations to encourage skill development, consolidation and improvement.</p> <p>(g) Small games and activities to encourage maximum activity and experiencing all roles - fielder, batsperson and bowler.</p> <p>(h) Situations and practices to encourage pupils to think e.g. where to hit, what speed or level to hit, how to maximise scoring opportunities.</p>	<p>8-9 YEARS (YEAR 4) UNIT 4 - STRIKING AND FIELDING GAMES</p> <p>(a) Vigorous warm-up activities to develop mobility and spatial awareness.</p> <p>(b) Develop striking skills and techniques (<i>e.g. sideways to the ball and hold the bat back</i>).</p> <p>(c) Develop accuracy of striking and redirecting the ball.</p> <p>(d) Speed up and develop accuracy in underarm and overarm throwing and bowling.</p> <p>(e) Receive the ball from one direction and throw or strike it away in another direction.</p> <p>(f) Develop fielding skills to confidently collect high, low, short deliveries and ones rolling directly towards or away from the player.</p> <p>(g) Mini-games which allow children to experience all roles and positions in a striking-fielding situation and develop attacking and defensive strategies. (<i>Work as a team to field effectively.</i>)</p>
	<p>7-8 YEARS (YEAR 3) UNIT 3 - NET / COURT / WALL GAMES</p> <p>(a) Vigorous warm-ups to develop mobility and spatial awareness.</p> <p>(b) Develop accurate “feeding” and throwing skills.</p> <p>(c) Bat and ball activities and skills - “self-feed”, “feed from a partner”, co-operative hitting over a “net”.</p> <p>(d) Variety of balls and apparatus thrown from one court to another to develop mobility and tactical awareness.</p> <p>(e) Aiming and aiming into spaces to make it difficult for an opponent.</p> <p>(f) High barrier and low or ground level “nets” to encourage high and low throwing / hitting, quick and slow throwing.</p> <p>(g) Games for throwing and striking a ball with hands or apparatus.</p> <p>(h) To encourage understanding of principles.</p>	<p>8-9 YEARS (YEAR 4) UNIT 1 - NET / COURT / WALL GAMES</p> <p>(a) Vigorous warm-ups to develop mobility and spatial awareness and neat footwork for moving about the court.</p> <p>(b) Hit with a bat to develop technique, consistency and accuracy. Develop the volley.</p> <p>(c) Strike different size / weight balls and shuttles with hands and different shapes / sizes of bat.</p> <p>(d) Move to hit the ball / shuttle alternately.</p> <p>(e) Singles and doubles games to develop accuracy, control and consistency and develop a range of shots.</p> <p>(f) Small games over a high net using a bat and throwing apparatus to encourage the use of volley and make it difficult for a partner to return the ball.</p> <p>(g) Practices and activities allow pupils to consider and understand net / court / wall principles and tactics.</p> <p>(a) How do we win a point? (b) How do we lose a point?</p>
	<p>7-8 YEARS (YEAR 3) UNIT 2 - CREATIVE GAMES MAKING</p> <p>(a) Vigorous running and tag games to warm-up and develop spatial awareness and mobility.</p> <p>(b) Five creative games-making situations set into lesson form.</p> <p>(c) An alternative presentation can be made by using “masters” of cards and presenting children with a focused problem-solving situation.</p> <p>(d) Children select, apply, reinforce and develop previously learned skills in group games.</p> <p>(e) Each situation has a specific objective and group numbers are predetermined.</p> <p>(f) Children are offered a limited choice of equipment.</p> <p>(g) Questions are asked to give opportunities for games to develop and evolve.</p>	<p>8-9 YEARS (YEAR 4) UNIT 2 - PROBLEM-SOLVING AND INVENTING GAMES</p> <p>(a) Eight game situations ranging from simple to more complex problems structured to allow experiences in:</p> <p>(i) Open games-making and problem-solving.</p> <p>(ii) Situations with some restrictions.</p> <p>(iii) Structured situations for solving problems within a limited framework.</p> <p>(b) These situations allow children varying degrees of problem-solving, decision-making and making up rules.</p> <p>(c) Some situations may lead children to reproduce almost exactly a game or activity they have already experienced but it is made different by modifying the rules.</p> <p>(d) Questions which may be posed to help children understand principles of play and transfer them.</p> <p>(e) A range of situations which allow development of games drawing on the principles, skills and tactics of different “families” of games.</p>

Games		
	Year 5	Year 6
	<p>9-10 YEARS (YEAR 5) UNIT 2 - INVASION AND TARGET (BALL HANDLING)</p> <p>(a) Vigorous warm-up activities to develop mobility and spatial awareness.</p> <p>(b) Reinforce and develop pass and move.</p> <p>(c) Keep possession – principles of attack – dodge in different directions and at different speeds.</p> <p>(d) Regain possession – principles of defence, including marking and interception.</p> <p>(e) Advance down the pitch to progress towards the opponent's goal.</p> <p>(f) Numerical advantage – moving off the ball and supporting a player.</p> <p>(g) Move, receive, pivot and pass. Move, receive, travel with ...</p> <p>(h) Pass accurately and quickly in different directions and signal for the ball.</p> <p>(i) A range of games to develop team co-operation and attacking and defending strategies. Common principles of invasion play are reinforced. (<i>Change the equipment – change the game!</i>)</p>	<p>10-11 YEARS (YEAR 6) UNIT 4 - INVASION GAMES (BALL HANDLING) (NETBALL, BASKETBALL, RUGBY)</p> <p>(a) Pupils should now have sufficient basic background and understanding of the main principles of play to allow for effective participation in small-sided invasion games.</p> <p>(b) These games can either be mini-versions of the major games or games which use and develop the skills and tactics of these games.</p> <p>(c) The games used in this unit are netball, basketball and rugby.</p> <p>(d) Pupils identify and explore the differences and unique characteristics of games in the "family" e.g. netball – players may not move with the ball; basketball they may move if they are dribbling the ball; rugby they can move at any time with or without the ball.</p> <p>(e) Lesson plans for each of the identified major games – netball, basketball and rugby are included in this unit and include techniques and skills related specifically to each individual game.</p> <p>(f) A variety of small-sided games is presented to allow children to experience these unique characteristics and develop the necessary skills under pressure.</p>
	<p>9-10 YEARS (YEAR 5) UNIT 3 - INVASION GAMES (IMPLEMENT AND KICKING)</p> <p>(a) Vigorous warm-up activities to develop mobility and spatial awareness.</p> <p>(b) Develop skills with a hockey stick – pushing and dribbling.</p> <p>(c) Develop dribbling, kicking and controlling skills with feet.</p> <p>(d) Encourage safe tackling through "niggle tackling" and develop the skill of shielding the ball.</p> <p>(e) Pass and move – receive the ball on the move.</p> <p>(f) Develop possession play and advancing down the pitch to progress towards the opponent's goal.</p> <p>(g) Dodge and move off the ball – "falling back".</p> <p>(h) Develop support play through numerical advantage.</p> <p>(i) A range of mini-games to develop team co-operation and attacking and defending strategies. Common principles of invasion play are reinforced.</p>	<p>10-11 YEARS (YEAR 6) UNIT 1 - INVASION GAMES - IMPLEMENT AND KICKING (HOCKEY AND SOCCER)</p> <p>(a) By this stage pupils should have developed the necessary skills and the knowledge and understanding of invasion games' principles of play.</p> <p>(b) They should be able to take part in small-sided games which are either mini-versions of the major games or are games which use and develop the skills and tactics of those games. These games will either have numerical advantage or be even-sided.</p> <p>(c) Included in this unit are practices for the skill and tactical development of children in the two identified invasion games of hockey and soccer.</p> <p>(d) Also included is a variety of mini-game situations which will allow children to practise and develop these specific game skills under pressure and to develop team skills of cooperation and communication.</p> <p>(e) Also in this unit children improve their attacking and defending play, they think about how to use their skills, strategies and tactics to outwit the opposition. It is important at this stage for children to identify and explore the difference between individual games and understand and recognise their unique characteristics.</p>
	<p>9-10 YEARS (YEAR 5) UNIT 1 - NET / COURT / WALL GAMES</p> <p>(a) Vigorous warm-up activities to develop mobility and spatial awareness.</p> <p>(b) Revision of net / wall / court work from year 4.</p> <p>(c) Develop striking skills with bats and racquets over a net and at targets.</p> <p>(d) Explore, receiving from different angles and sending into different angles on the court – attacking and defensive strategies.</p> <p>(e) Develop a range of game situations – co-operative, competitive and creative.</p> <p>(f) Develop and extend skills of striking a large ball over a high net – "volley" and "dig".</p> <p>(g) Play a basic volley ball mini-game – aiming into spaces and further develop attacking and defending strategies.</p>	<p>10-11 YEARS (YEAR 6) UNIT 2 - NET / COURT / WALL GAMES (VOLLEYBALL AND TENNIS)</p> <p>(a) By this stage pupils should have developed the necessary skills and the knowledge and understanding of net / wall principles of play to effectively take part in small-sided games.</p> <p>(b) These games can either be mini versions of the major games or games which use and develop the skills and tactics of these games.</p> <p>(c) Children develop the range and quality of their skills when playing games using racquets or hands only.</p> <p>(d) As children understand the basic common principles of play in net / wall / court games they should then identify and explore the differences between individual games and develop the specific skills and unique characteristics of them.</p> <p>(e) They learn specific tactics and skills for the games of volleyball and (<i>short</i>) tennis.</p> <p>(f) In order to help them do this there is included in this unit a set of detailed lesson plans for both volleyball and tennis as identified games where children have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>(g) They develop sending a ball (<i>or other implement</i>) towards a court or target area which their opponent is defending.</p> <p>(h) They aim to get the ball to land in the target area and make it difficult for the opponent to return it.</p>

9-10 YEARS (YEAR 5) UNIT 4 - STRIKING AND FIELDING GAMES

- (a) Vigorous warm-up activities to develop mobility and spatial awareness.
- (b) Develop striking skills with rounders batons and cricket bats and encourage accuracy by using targets.
- (c) Further develop and extend catching skills. (*Catching high, low, bouncing, balls coming directly at or to one side of the fielder.*)
- (d) Develop different aspects of fielding (*Fielding a ball coming towards, attacking a ball coming towards, chase to field – support another fielder.*)
- (e) Engage in throwing for distance, speed, accuracy.
- (f) Develop bowling technique.
- (g) Create games which use striking / fielding principles.
- (h) Play mini-striking / fielding games to develop skills and techniques and experience all roles of batsman.

10-11 YEARS (YEAR 6) UNIT 3 - STRIKING AND FIELDING GAMES

- (a) Pupils should now have acquired the necessary basic skills and sufficient knowledge and understanding of basic principles of play to effectively take part in small-sided striking / fielding games.
- (b) These games can either be mini-versions of the major games or games which use and develop the skills and tactics of the major games.
- (c) The games specifically developed are rounders and cricket.
- (d) Children understand the basic common principles of play in striking / fielding games and keep actively involved by experiencing all the different roles.
- (e) The games enable children to take the positions of bowler, wicketkeeper, batter and fielder.
- (f) At this stage children should more specifically begin to identify the differences between the individual games and recognise their unique characteristics.
- (g) There is included in this unit a set of detailed lesson plans for developing mini-rounders and small-sided cricket-based games.
- (h) Children should use appropriate apparatus for the games.

	Gymnastics	
	EYFS	Year 1
Unit Intro	<ul style="list-style-type: none"> • To use space safely. • To recognise directions and travel with control. • Identify and use different parts of the body. • Work co-operatively to move simple apparatus. 	See below
Unit A	<ul style="list-style-type: none"> • To travel with control in a variety of ways. • To show an awareness of contrasts in speed and level. • To show an awareness of space and share space safely. • To know, understand and show safe use of apparatus. 	
Unit B	<ul style="list-style-type: none"> • To travel and balance with control when holding stretched or curled shapes. • To stop and start on a given signal and share space safely. • To show an awareness of contrasts in level. • To link two movements together. 	
Unit C	<ul style="list-style-type: none"> • To travel with control on different body parts. • To show an awareness of different speeds and levels. • Link movements together. • To safely transfer work from the floor to apparatus. 	





	Year 1	Year 2
Unit D H	<ul style="list-style-type: none"> To bounce, hop, spring and jump using a variety of take offs and landings . To observe, recognise and copy different body shapes. To link together two or more actions with control and be able to repeat them. To describe what they see using appropriate vocabulary. 	<ul style="list-style-type: none"> To travel and balance confidently showing different parts of the body high or low. To demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed. To link three movements together smoothly in a planned sequence. To adapt and transfer work safely from the floor to the apparatus.
Unit E I	<ul style="list-style-type: none"> To travel confidently and competently on different parts of the body including hands. To hold still balances positions on large or small body parts. To link two balances together. To adapt floorwork safely onto apparatus. 	<ul style="list-style-type: none"> To travel confidently and competently in different ways and on different body parts. To understand and create different pathways and move in different directions. To link together three different movements showing contrasts in speed and level. Perform a limited range of skills with a partner.
Unit F J	<ul style="list-style-type: none"> To spin, rock, turn and roll with control, on various parts of the body. To plan and link a series of movements together. To work safely with an awareness of others. To adapt. work from the floor safely onto apparatus. 	<ul style="list-style-type: none"> To turn, spin and twist on different body parts, showing control and coordination. To understand that one part of the body must be "fixed". To create a twist. to link together three movements showing contrasts in speed and level. To use their understanding of turning, spinning and twisting to adapt work safely from the floor to the apparatus.
Unit G K	<ul style="list-style-type: none"> To travel, balance and jump confidently showing a variety of body shapes. To understand and demonstrate contrasts in level and shape. To observe, copy and describe what others are doing. Select and link together three different movements. 	<ul style="list-style-type: none"> To understand how different movements can be linked together smoothly. To plan sequences or patterns of three or more movements which they can remember and repeat. To recognise and use changes in level, speed and direction. To compose and perform a simple sequence with a partner.

Not all units used		Gymnastics	
		Year 3	Year 4
	Unit L P	<ul style="list-style-type: none"> To travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes. To receive and transfer body weight safely in different situations and create a sequence with a partner. To identify how the overall performance of a sequence can be improved. To adapt and transfer skills safely onto more complex apparatus at every stage of learning. 	<ul style="list-style-type: none"> To identify and use different body parts to balance on and know which combinations produce stable or unstable bases. To balance and show specific planned body shapes. To move into and from balances with control and accuracy. To create a sequence on balance showing planned variations in shape, speed and levels.
	Unit M Q	<ul style="list-style-type: none"> To understand and identify symmetry and asymmetry. To move and balance showing specific planned shapes and variations in speed and level. To individually and in two's be able to analyse and say why they like a sequence. To adapt and transfer learned skills onto appropriate apparatus. 	<ul style="list-style-type: none"> To understand how different body parts are capable of transferring and receiving body weight. To move into and from a range of skills with control and accuracy. To create sequences showing contrasts in shape, speed and level. To move and construct their own apparatus and transfer work safely from the floor.
	Unit N R	<ul style="list-style-type: none"> To understand, identify and use flexible and direct pathways. To travel along different pathways using appropriate movements. To construct sequences which use planned variations in speed, level and pathways. To adapt and transfer what they have learned onto appropriate apparatus. 	<ul style="list-style-type: none"> To move into and from specific planned balances with an awareness of change of front. To identify and use planned variations in direction. Create a sequence with a partner on floor and apparatus to show changes of front and direction. Observe and describe the movements of others using appropriate language.
Unit O S	<ul style="list-style-type: none"> To understand, identify and use change of front and direction. To understand and show how to move into and from a range of travelling, jumping and turning movements with control and accuracy. To select and combine skills to create sequences showing change of front and direction. To adapt and transfer what they have learned onto apparatus. 	<ul style="list-style-type: none"> To rotate and roll on different body parts. To rotate and roll in different directions showing different shapes, sizes and speeds. To create a sequence with a partner on floor and apparatus using a variety of linking movements. To observe the work of others and make judgements against given criteria. 	

	Year 5	Year 6
Unit T X	<ul style="list-style-type: none"> To use balancing on different body parts to create bridge shapes both as individuals and with a partner. To sustain concentration and practise to improve the quality and accuracy of their movements. To work co-operatively with a partner and create a sequence showing planned variations in level, direction and shape. To understand the compositional principles of sequencing and recognise when something is absent. 	<ul style="list-style-type: none"> To understand, identify and demonstrate contrasting, matching and mirroring balances and movements. To identify and use different spatial relationships with a partner, i.e. following a leader, side-by-side, face to face, back to back, meeting and parting. To work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence, To adapt and transfer sequences from floor to apparatus.
Unit U Y	<ul style="list-style-type: none"> To understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet. To sustain concentration and practise to improve the precision and fluency of their movement. To design and create a sequence using planned variations in levels, directions and pathways. To transfer flight safely onto apparatus. 	<ul style="list-style-type: none"> To travel rhythmically and develop timing with a partner or small group using synchronisation and canon. To adapt and develop movements and skills and work co-operatively with a partner or small group. To extend their understanding and use of levels, speeds and pathways. To understand the compositional principles of sequencing and recognise when they are absent.
Unit V Z	<ul style="list-style-type: none"> To understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping. To adapt, refine and improve specific skills using this knowledge. To design longer sequences to use planned variations in shape, speed and direction. To work in pairs to evaluate and improve composition. 	<ul style="list-style-type: none"> To travel over or under shapes made by a partner with or without contact. To extend their skills to travel over a moving base. To work co-operatively with a partner to design a sequence which shows variations in shape, speeds and direction and evaluate it's effectiveness. To adapt and transfer skills and sequences to apparatus.
Unit W AA	<ul style="list-style-type: none"> To identify and use spinning, rotation and rolling around three different axes. To adapt, refine and improve specific skills. To understand and use variations in speeds, levels, directions and pathways. To observe and analyse a sequence and evaluate it using appropriate terminology. 	<ul style="list-style-type: none"> To understand and identify counter-balance and counter-tension. To demonstrate counter-balance and counter-tension balances in two's to show changes in shape, level and body parts used and in contact. To work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence. To adapt and transfer a sequence onto apparatus.

Outdoor and Adventures Activities		4 session to be decided by the teacher throughout the year during PE time
	Year 1/2	Year 3/4
	<p>1 Acquire and develop basic problem-solving and orienteering skills</p> <ul style="list-style-type: none"> • move confidently when following trails and courses • use simple plans to orientate themselves • engage in simple problem-solving activities 	<p>1 Acquire and develop a range of orientation and problem-solving skills and then use them to orientate themselves and to travel around a simple course.</p> <ul style="list-style-type: none"> • Move with increasing confidence and accuracy when following trails and simple orienteering courses. • Use maps and diagrams to orientate themselves. • Engage in problem-solving activities and use skills with control.
	<p>2 Follow simple trails in familiar environments; work with a partner to create strategies for success</p> <ul style="list-style-type: none"> • understand that activities need to be planned • choose sensible ways of answering the tasks • work with a partner 	<p>2 Follow appropriate trails to meet challenges in familiar environments. Select and use, in collaboration with a partner or others', simple strategies and appropriate equipment to meet a range of outdoor activity challenges in changing environments.</p> <ul style="list-style-type: none"> • Understand that activities need thinking through and recognise that planning can mean greater success. • Choose sensible skills and approaches for the challenges set. • Collaborate and answer challenges effectively in teams.
	<p>3 Understand and be able to say how effective a performance has been</p> <ul style="list-style-type: none"> • identify what is successful • work out how they can make a performance more effective 	<p>3 Recognise and describe the effectiveness of their performance as individuals and in groups. Evaluate the solutions used and suggest ways to improve their safety and efficiency.</p> <ul style="list-style-type: none"> • Identify what is successful in the work of others' and use what they have seen to improve their own performance. • Practise and repeat courses and challenges and develop or change the approaches they use to make the performance more effective.
	<p>4 Know why physical activity is good for their health</p> <ul style="list-style-type: none"> • recognise different demands on their bodies for different activities • concentrate and keep going • understand safety rules and prepare themselves for activity 	<p>4 Explain why physical activity is good for their health and recognise some of the physical demands that activities make on them.</p> <ul style="list-style-type: none"> • Recognise the different demands on their bodies in different challenges. • Maintain concentration and pace themselves. • Understand and follow any safely "rules" and prepare themselves for the activity.

	Outdoor and Adventures Activities	4 session to be decided by the teacher throughout the year during PE time
	Year 5/6	
	<p>1 Demonstrate a range of orientation and problem-solving skills. Use the skills with precision, control and consistently.</p> <ul style="list-style-type: none"> • Read accurately various maps and plans recognising symbols and features. • Use physical and teamwork skills effectively to answer a range of challenges. 	
	<p>2 Select and use, in collaboration with others', appropriate strategies and equipment to meet a range of outdoor activity challenges in changing and unfamiliar environments.</p> <ul style="list-style-type: none"> • Adapt and apply their skills and understanding to new challenges and different environments. • Recognise when to use known strategies for similar challenges and when to adapt or devise new ones. • Plan their strategies and approaches carefully and co-operatively. • Allocate and share roles and responsibilities. 	
	<p>3 Recognise and evaluate the effectiveness of their performance as individuals and in groups. Compare and comment on the skills and techniques used in their own and others' work and use the understanding to improve performance.</p> <ul style="list-style-type: none"> • Identify what they do well as individuals and as a group. • Suggest ways to improve. • Adapt plans to be more efficient when facing similar challenges. 	
	<p>4 Explain and apply basic safety principles associated with the activities and when preparing for exercise.</p> <ul style="list-style-type: none"> • Know how to prepare for exercise and organise efficiently all aspects of the challenge to ensure safety. • Describe the effects on their bodies of different types of activities. 	

Activity Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Trails 	Natural/Unnatural	Kim's game	What's the object	Wristband	Photo trail	Blindfold trail
B. Problem Solving 	Alphabet as humans	Line Up	Crossing the Swamp	Centipede Walk	Make the shape	Germey Bucket Challenge
C. Team Building 	Parachute games 1. Growing a mushroom 2. Up and down 3. Lift off 4. Lift up	Parachute Games 1. The weather report 2. The tortoise 3. Moving through the Jungle 4. The Postman	Parachute Games 1. Change Around 2. Tennis 3. The Detective 4. Tidy Your Bedroom	Parachute games 1. The spaceship 2. Roll a ball 3. Football 4. The passing game	Parachute games 1. Round the World 2. Golf 3. Beach ball 4. One handed Dodge ball	Parachute games 1. Basketball 2. Volleyball 3. Popcom 4. The dog and his dinner
D. Orienteering 	Let's go on a bear hunt	1. Pirate Maps 2. Table top maps	1. Simple Mapping 2. Playground numbers	1. Cones exercise 2. School map walk	1. School site map star exercise 2. School site map short loops	1. School site map long loops 2. Off site exercise