PE Long-Term Plan 2026-27

Through continuous and enhanced provision Children in Reception will:

Physical Development –

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

Communication and Language –

- Use talk to organise themselves and their activity
- Understand how to listen carefully and why listening is important
- Learn and use new vocabulary, such as 'quoits'
- Develop social phrases

Personal, Social and Emotional Development –

- Follow rules and understand why they are important
- Develop appropriate ways of being assertive
- Show resilience and perseverance in the face of a challenge
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing and having a good sleep routine
- Become increasingly independent
- Manage their own personal hygiene

Mathematics -

- Ordinal numbers
- Compare sizes of objects and use mathematical language
- Show 'finger numbers' up to 5
- Experiment with their own symbols and marks as well as numerals
- Compare quantities using language
- Positional language
- Describe a familiar route
- Discuss routes and locations
- Count objects, actions and sounds
- Link the numeral with its cardinal number value
- Count beyond 10
- Compare length and weight

Understanding the World –

- Explore and talk about different forces they can feel

Expressive Arts and Design –

- Draw with increasing complexity and detail
- Develop fast recognition of objects
- To know that the last number reached when counting objects tells

Continuous provision areas and activities that support learning and skill development that relate to physical development are:

Outdoor area -

- Scooters/large climbing frame including a climbing wall
- Explore activities related to Remembrance Day - popular activities from the past, e.g. hopscotch

Writing area –

- To use pencils competently for drawing and writing
- To be able to draw with complexity and detail

Creative area –

- Painting and collage activities that promote fine-motor development
- Handling tools effectively, such as paint brushes and scissors

Fine-motor activities –

- Using tweezers to pick up objects
- Threading tasks
- Mindfulness activities
- Sewing

Snack area-

- Eating fruit and vegetables - talking about healthy eating
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Dancing at Christmas time - musical statues **Routines** – Daily mile

Year Group	Autumn Term		Spring Term		Summer Term	
EYFS	**Body Management** **Unit 1** **Prior Learning** – Can stand and balance for short periods on one foot. Can climb stairs move over large and small steps. Can use hands and feet to negotiate obstacles. **Unit Focus** - Explore balance and managing own body including manipulating small objects. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command. **Key Vocabulary** - Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold,	**Manipulation and Coordination** **Unit 1** **Prior Learning** -Participate in a variety of agility-based activities involving moving and controlling objects. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully. Relate body movements to music and percussion beats. **Unit Focus** - Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.	**Gymnastics** **Unit 1** **Prior Learning** - Basic movements including walking, running, rolling, crawling, jumping, and taking weight on hands. Able to follow simple instructions. Able to replicate basic demonstrations and copy and repeat simple movements and shapes. **Unit Focus** - To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and	**Dance** **Unit 1** **Prior Learning** - Respond to hearing music. Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands. Able to follow simple instructions. Able to replicate basic demonstrations and copy and repeat simple movements and shapes. **Unit Focus** - Recognise that actions can be reproduced in time to music; beat patterns and different speeds. Perform a wide	**Cooperate and Solve Problems** **Unit I** **Prior Learning** – Coordinate similar type objects in a variety of ways Differentiate ways to manoeuvre objects Skip in isolation and with rope. **Unit Focus** - Organise and match various items, images, colours and symbols Work with a partner to listen, share ideas, question and choose Collect, distinguish and differentiate colours and create a shape as a team Move confidently and cooperatively in space. Travel in a range of ways.	**Speed, Agility, Travel** **Unit I** **Prior Learning** – Explore a variety of rolling, sliding and slithering movements. Jump using a variety of take offs and landings. Moving on and off low apparatus using hands and feet in a variety of combinations. Participating in a variety of small group cooperative activities. **Unit Focus** - Travel with some control and coordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement

	carry, touch, crawl, jump, roll. **Links to Early Learning Goals** - Developing balance, flexibility and body management. Gaining confidence in a variety of gross motor skills. Working with others.	**Key Vocabulary** - Agility, alternate, anticipate, apparatus, balance, beat, carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, reach, roll, slide, slither, stand, step, stop, stretch, switch, touch, weight, moving softly, quietly, quickly, powerfully. **National Curriculum Focus** - Developing speed and agility in travel and movement	on apparatus To develop coordination and gross motor skills. **Key Vocabulary** - Balance, control, fast, high, jump, link, low, movement, music, pattern, roll, sequence, shape, slow, speed, timing, travel, stretch, weight. **Links to Early Learning Goals** - Develop basic movements such as jumping, changing direction, moving at speed and balancing. Accurately replicate basic movements and enjoy participating in a broad range of activities.	variety of dance actions both similar and contrasting. Copy, repeat, and perform simple movement patterns. **Key Vocabulary** - Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow. **National Curriculum Focus** - To accurately replicate basic dance movements and enjoy participating in a broad range of activities.	**Key Vocabulary** – Cooperate, team, individual, partner, pair, work, choose, try, travel, roll, jump, twist, turn, crawl, roll, run, line file, width, length, carry, challenge, shape, count, retrieve, collect, suits, deck, cards, trail, body shape, number. **National Curriculum Links -** Preparing for cooperative physical activities.	in a variety of situations. **Key Vocabulary** – Step, feet, alternate, one foot, balance, stand, stop, reach, stretch ,hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat. **Links to Early Learning Goals -** Developing speed and agility in travel and movement.
Purpose of study						

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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

Year Group	Autumn Term		Spring Term		Summer Term	
Year 1	**OAA (Outdoor Adventurous Activity)** **Unit 1** **Prior Learning** - Copy and repeat various patterns and actions. Continue to work in	**Send and Return** **Unit 2** **Prior Learning** - Send objects with increased confidence using hand or bat. Can move towards a moving ball to return. Can attempt	**Gymnastics** **Unit 1** **Prior Learning** - Experienced taking off, jumping and landing. Has a concept of space	**Dance** **Unit 1** **Prior Learning** - Followed simple instructions. Moved using simple rhythms and actions.	**Hit, Catch, Run** **Unit I** **Prior Learning** - Developed sending and receiving skills to benefit fielding as a team. Can distinguish between the roles of	**Run, Jump, Throw** **Unit I** **Prior Learning** - Pupils will have experienced sending a variety of balls, quoits and beanbags. Can use a range of gross motor

	teams. Solve more complex tasks. **Unit Focus** - Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence. **Key Vocabulary** - Sequence, problems, instructions, perform, symbol, pyramid, core strength, coordination, combination, stacking, up stack, down stack, shape, map, repeat, pattern, individual, group. **National Curriculum Focus** - Work as an individual to solve problems.	sending and returning a variety of balls. **Unit Focus** - Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition. **Key Vocabulary** - Backhand, bowl, catch, collect, court, feed, forehand, hit, hitter, net, pick up, roll, serve, stop, strike, throw, track, opposition, umpire. **National Curriculum Focus** - Extend co-ordination to send and return balls. Participate in simple sending and receiving games. Score points through sending balls using hitting skills to correct areas.	and use of space. Has developed confidence in fundamental movements. **Unit Focus** - Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus such as mats and benches. To recognise like actions and link. **Key Vocabulary** - Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed,	Copied and repeated simple actions. **Unit Focus** - Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. **Key Vocabulary** - Beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist, mood, feeling, theme, story, static, friendship, start, middle, end. **National Curriculum Focus** - Extend coordination, flexibility and balance. Perform	batters and fielders. Have been introduced to the concept of simple tactics. **Unit Focus** - To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games. **Key Vocabulary** - Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps. **National Curriculum Focus** - Develop eye to hand coordination for hitting. Participate in striking and fielding game situations.	skills, e.g. jumping, hopping, stepping, and changing direction. Able to walk, run and travel at a variety of speeds. **Unit Focus** - Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances. **Key Vocabulary** - Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw. **National Curriculum Focus** - Engage in competitive activities against self and others. Master basic running, jumping and throwing skills.

			strength, timing, travel. **National Curriculum Focus** - Mastering basic movements and developing agility, balance and coordination (ABCs) To extend performance in movement patterns and sequences.	short, simple movement patterns. Watch others and say what they liked about a performance.		
	Send and Return Unit 1 **Prior Learning** - Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions. **Unit Focus** - Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls. **Key Vocabulary** - Hit, send, collect, stop, net,	**Attack, Defend, Shoot Unit 1** **Prior Learning** - Learners will have experienced a variety of games playing with beanbags and hoops. They will have practised throwing and catching and can demonstrate the basics of these skills. **Unit Focus** - To practice basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To	-	-		

	throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court. **National Curriculum Focus** - Extend co-ordination for hitting. Participate in simple sending and receiving games. Score points through sending balls using hitting skills to correct areas.	experience opportunities to improve agility, balance and coordination. **Key Vocabulary** - Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm. **National Curriculum Focus** - Develop fundamental movement skills in a variety of games. Engage in competitive situations with some attacking and defending skills.				
Year 2	**OAA** **Prior Learning** - Use thinking skills to follow multi step instructions. Solve more challenging problems as an individual. Comprehend that one things can represent another. Take part in activities with increasing challenge to build confidence.	**Send and Return** **Unit 2** **Prior Learning** - Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching, serving and sending over a net. **Unit Focus** - Be able to make it difficult for	**Gymnastics** **Unit 1** **Prior Learning** - Have performed a variety of basic gymnastics actions showing control. Introduced to turn, twist, spin, rock and roll and learned to link these into movement	**Dance** **Unit 1** **Prior Learning** - Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with	**Hit, Catch, Run** **Unit I** **Prior Learning** - Developed sending and receiving skills to benefit fielding as a team. Can distinguish between the roles of batters and fielders. Have been introduced to the concept of simple tactics. **Unit Focus** - To develop hitting skills	**Run, Jump, Throw** **Unit I** **Prior Learning** - Children have attempted to link running and jumping, and have practised some simple throwing techniques. Children have worked on increasing stamina, strength, balance, agility and coordination in a

	Unit Focus - Use searching skills to find given items from clues and pictures. Work as a pair to navigate space. Use and explore unusual equipment to develop coordination, problem-solving and motor skills. **Key Vocabulary** - Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety, recognition, symbols, compose, unison. **National Curriculum Focus** - Engage in cooperative activities, in a range of increasingly challenging situations.	their opponent to score a point. Begin to choose specific tactics appropriate to the situation. Transfer net/wall skills to volleyball style games Improve agility and coordination and use in a game. **Key Vocabulary** - Front, back, court, send, serve, receive, feed, feeder, volleyball, tactics, compete, score, umpire, wide, deep, rotate. **National Curriculum Focus** - Further, develop tactical play. Combine skills in a wider variety of net/wall games.	patterns. Can perform longer movement phrases and link with confidence. **Unit Focus** - Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastic scoring. **Key Vocabulary** - Jump, roll, balance, travel, control, speed, link, slow, fast,	different body parts. **Unit Focus** - Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. **Key Vocabulary** - Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, direction,	with a variety of bats. Practice feeding/bowling skills Hit and run to score points in games. **Key Vocabulary** - Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps. **National Curriculum Focus** - Develop eye to hand coordination for hitting. Participate in striking and fielding game situations.	variety of activities and exercises. Children have worked on cooperative activities in run, jump and throwing games. **Unit Focus** - Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs. **Key Vocabulary** - Run, throw, handle, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.

			high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin. **National Curriculum Focus** - Become increasingly competent and confident in fundamental ABC in relation to gymnastic activity. Develop and perform simple sequences.	huddle, group, mood, feeling, musicality, respond, galloping, flying, jumping. **National Curriculum Focus** - Become increasingly competent and confident in fundamental basic agility, balance and co-ordination (ABC) in relation to dance activity. Develop and perform simple movement patterns.		**National Curriculum Focus** - Develop agility in running. Participate in competitions for running, jumping and throwing.
	Send and Return Unit 1 **Prior Learning** - Developed sending skills with a variety of balls. Tracked, intercepted and stopped a variety of objects such as balls and beanbags. Selected	**Attack, Defend, Shoot Unit 1** **Prior Learning** - Can recognise rules and apply them in competitive and cooperative games. Can use and apply simple strategies for invasion games. Describe why				

	and applied skills to beat an opposition. **Unit Focus** - Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball using hands and racquets with some consistency. Play modified net/wall games throwing, catching and sending over a net. **Key Vocabulary** - Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet. **National Curriculum Focus** - Participate in modified net/wall games. Combine isolated skills - moving towards a ball to make contact. Compete against self and others to score points.	we take part in exercise and why we enjoy it. **Unit Focus** - Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills -dribbling and passing. **Key Vocabulary** - Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed. **National Curriculum Focus** - Develop eye to foot coordination. Participate in increasingly challenging games 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

Swimming and water safety – at St Peter and St Paul we do this when the children are in Year 3.

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

Year Group	Autumn Term		Spring Term		Summer Term	
Year 3	**OAA** **Prior Learning** - Taken part in a range of PE games and activities. Followed simple instructions and apply rules. Worked collaboratively as a pair and in a small group. Used and applied simple diagrams with pictures and symbols.	**Badminton** **Prior Learning** - Experienced different types of hitting with their hand and racquets. Able to recognise boundaries on courts/playing areas. Recognise how to score points in a game. **Unit Focus** - Identify and describe some	**Gymnastics** **Unit 1** **Prior Learning** - Have performed a variety of basic gymnastics actions showing control. Introduced to turn, twist, spin, rock and roll and learned to link these into	**Dance** **Unit 1** **Prior Learning** - Describe and explain how performers can transition and link shapes and balances. Perform with control and consistency, basic actions at different speeds	**Rounders** **Prior Learning** - Experienced different games and activities where throwing and catching skills were used. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.	**Athletics** **Prior Learning** - Linked running and jumping movements. Can move safely and appropriately around, between and over apparatus. Have worked with a variety of equipment including balls, hoops, bean bags, quoits.

	Unit Focus - To work with others to solve problems. To describe their work and use different strategies to solve problems. To lead others and be led. To differentiate between when a task is competitive and when it is collaborative. **Key Vocabulary** - Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust. **National Curriculum Focus** - Take part in outdoor and adventurous activity challenges both individually and within a team.	rules of badminton. Serve to begin a game. Explore forehand hitting. **Key Vocabulary** - Hit, return, court, forehand, backhand, shuttlecock, points, score, net, tactics, underarm, overarm, racquet. **National Curriculum Focus** - Play in singles games against a partner. Work to improve performance. Begin to explore some badminton techniques.	movement patterns. Can perform longer movement phrases and link with confidence. **Unit Focus** - Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastic scoring. **Key Vocabulary** - Jump, roll, balance, travel, control, speed,	and on different levels. Challenged themselves to move imaginatively responding to music. Worked as part of a group to create and perform short movement sequences to music. **Unit Focus** - Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. **Key Vocabulary** - Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality,	**Unit Focus** - To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skills. **Key Vocabulary** - Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders. **National Curriculum Focus** - Play in competitive games developing simple tactics. Master basic movements including running, throwing, catching and striking. Work collaboratively to use basic tactics for batting and fielding.	**Unit Focus** - Control movements and body actions in response to specific instructions. Demonstrate agility and speed Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force. **Key Vocabulary** - Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, pull, record, pace, approach, combine. **National Curriculum Focus** - Compete against self and others developing simple technique. Master basic movements including running, throwing and jumping. Work collaboratively and individually to help improve self and others.

			link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin. **National Curriculum Focus** - Become increasingly competent and confident in fundamental agility, balance, and co-ordination (ABC) in relation to gymnastic activity. Develop and perform simple sequences.	emotions, facial expression, improvisation, rehearse, director. **National Curriculum Focus** - Develop and perform simple routines. Perform to an audience.		
	Football **Prior Learning** – Experienced different types of small-sided invasion games. Able to send and receive balls. Use a variety of	**Netball** **Prior Learning** – Experienced different types of small-sided invasion games. Able to throw and catch in a variety of ways. Able to				

	techniques and tactics to play competitively both attacking and defending. **Unit Focus** – Able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. To implement the basic rules of football. **Key Vocabulary** – Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession. **National Curriculum Focus** – Play in competitive games using basic attacking principles. Master basic movements including sprinting, change of direction and coordination of the feet. Work	work with others in small teams. **Unit Focus** – To be able to perform basic netball skills such as passing and catching using recognised throws. To use space efficiently to build attacking play. To implement the basic rules of netball. **Key Vocabulary** – Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept. **National Curriculum Focus** – Play in competitive games developing simple tactics. Master basic movements including running, throwing and catching. Work collaboratively to use basic tactics for attacking play.				

	collaboratively to use basic tactics to attack.					
Year 4	**OAA** **Prior Learning** – To work with others to solve problems. To describe their work and use different strategies to solve problems. To lead others and be led. To differentiate between when a task is competitive and when it is collaborative. **Unit Focus** – Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compass and symbols Identify what they do well and suggest what they could do to improve. **Key Vocabulary** – Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead,	**Badminton** **Prior Learning** – Have experienced playing using a few badminton rules. Have explored serving in badminton. Can play simple games with a racquet using some basic shots. **Unit Focus** – Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation. **Key Vocabulary** – Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, bisi, tricks shuttlecock, boundary. **National Curriculum Focus** – Play in games individually and with a team. Work to improve points scored individually and as a team.	**Gymnastics** **Unit 1** **Prior Learning** – Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive movements into floor work through jumps and leaps. Showed increasing flexibility in shapes and balances. **Unit Focus** – To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a	**Dance** **Unit 1** **Prior Learning** – Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. **Unit Focus** – Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position. **Key Vocabulary** – Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling,	**Rounders** **Prior Learning** – Experienced different types of striking and fielding games including some rounders game. Able to throw and catch balls. Experienced striking a bowled ball and applying the rules of a game. **Unit Focus** – To develop the range of rounders skills that can apply in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different positions in rounders and the roles of those positions. **Key Vocabulary** – Batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross,	**Athletics** **Prior Learning** – Show controlled movements and body actions in response to specific instructions. Can demonstrate agility and speed Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force. **Unit Focus** – Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. **Key Vocabulary** – Run, jump, throw, agility,

	follow, plan, trust, solve, cardinal points. **National Curriculum Focus** – Take part in outdoor and adventurous activity challenges developing strength and flexibility.		partner and group. Use compositional ideas in sequences such as changes in height, speed and direction. **Key Vocabulary** – Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap. **National Curriculum Focus** – Develop strength and stamina through sustained periods of vigorous activity. Practice and implement runs, leaps, jumps and locomotion in	emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, freeze frames. **National Curriculum Focus** – Perform routines to audiences. Perform using a range of movement patterns and set phrases. Work collaboratively in groups.	rounder, half-rounder, balls, shot, forward. **National Curriculum Focus** – Play in competitive games developing stamina and endurance. Practice and use running, sprinting and dynamic balance in games. Work collaboratively to use basic tactics and strategies for batting and fielding.	power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy. **National Curriculum Focus** – Compete against self and others developing simple technique. Master basic movements including running, throwing and jumping. Work collaboratively and individually to help improve self and others.

			more complex sequences. Work collaboratively to perform with a partner.			
	Football **Prior Learning** – Able to show basic control skills including sending and receiving the ball. Experienced sending the ball with some accuracy to maintain possession and build attacking play. Can implement the basic rules of football. **Unit Focus** – Introduce some defensive skills. Dribbling in different directions using different parts of their feet. Passing for distance Evaluating skills to aid improvement. **Key Vocabulary** – Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept,	**Netball** **Prior Learning** – To be able to perform basic netball skills including passing and catching using recognised throws. To use space effectively to build attacking play. To implement the basic rules of netball. **Unit Focus** – Introduce high five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skill such as marking and footwork. **Key Vocabulary** – Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork,				

	foot, inside of the foot, touch, possession. **National Curriculum Focus** – Play in competitive games developing stamina and endurance. Practice and use running, sprinting and dynamic balance in games. Work collaboratively to use basic tactics for defending and attacking.	foul, free pass, goal shooter (GS), goal attack (GA), centre (C), goal defence (GD), goalkeeper (GK). **National Curriculum Focus** – Play in competitive games developing stamina and endurance. Practise and use running, sprinting and dynamic balance in games. Work collaboratively to use basic tactics for defending and attacking.				
Year 5	**OAA** **Prior Learning** – Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compass and symbols. Identify what they do well and suggest what they could do to improve. **Unit Focus** – Explore ways of communicating	**Tennis** **Prior Learning** – Explored forehand and backhand shots. Worked to serve and return serve. Can identify good positions to stand on the court. **Unit Focus** – Introduce Volley shots and Overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games.	**Gymnastics** **Unit 1** **Prior Learning** – Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive movements into floor work through jumps	**Dance** **Unit 1** **Prior Learning** – Worked to include freeze frames in routines. Practised and performed a variety of different formations in dance. Developed a dance to perform as a group with a set starting position.	**Cricket** **Prior Learning** – Developed a range of striking, fielding & Cricket skills they can apply in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Consolidated existing skills and can apply with consistency. **Unit Focus** – Link together a range of skills and use in	**Athletics** **Prior Learning** – Used running, jumping and throwing; investigated in small groups different ways of performing these activities. Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws.

	in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure. **Key Vocabulary** – Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, lead, challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual. **National Curriculum Focus** – Compare performance with previous performances. Apply a range of skills to complete a task. Practise using problem-solving skills.	Further, explore Tennis service rules. **Key Vocabulary** – Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles. **National Curriculum Focus** – Play competitively against others and work together with others. Work hard to challenge self to improve the consistency of shots including newly learnt shots Implement basic tactics in gameplay.	and leaps. Showed increasing flexibility in shapes and balances. **Unit Focus** – To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Use compositional ideas in sequences such as changes in height, speed and direction. **Key Vocabulary** – Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different,	**Unit Focus** –Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Worked collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvement. **Key Vocabulary** – Dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style, pivot step.	combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance. **Key Vocabulary** – Stance, bowling, bat, wicket, stumps, crease, boundary, batsman, bowler, wicketkeeper, bail, field, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive. **National Curriculum Focus** – Play in competitive games developing power, flexibility and cardiovascular endurance. Able to recognise where improvements could be made in their work. Select and combine	**Unit Focus** – Sustain pace over short and longer distances such as running 100m and running for 2 minutes. Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy. **Key Vocabulary** – Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, recieve, hop-step-jump. **National Curriculum Focus** – Master basic movements including running, throwing and jumping and identify ways to improve. Compete against self and others selecting

			direction, speed, partner, actions, compositional, stamina, leap. **National Curriculum Focus** – Develop strength and stamina through sustained periods of vigorous activity. Practice and implement runs, leaps, jumps and locomotion in more complex sequences. Work collaboratively to perform with a partner.	**National Curriculum Focus** – Perform routines to audiences. Perform in a variety of dance styles. Work collaboratively in groups.	more complex skills in game situations.	and applying simple techniques effectively. Work collaboratively and individually to help improve self and others.
	Tag Rugby **Prior Learning** – To consistently perform basic tag rugby skills Implement rules, develop tactics in competitive situations. To increase speed and endurance during gameplay. **Unit Focus** – To combine basic tag rugby skills such as	**Basketball** **Prior Learning** – To increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills. Use footwork rules in a game situation and explore basic marking. **Unit Focus** – Use strength, agility and				

	catching and quickly passing in one movement. To be able to select and implement appropriate skills in a game situation. To begin to play effectively when attacking and defending. To increase the power of passes so the ball can be moved quickly over greater distance. **Key Vocabulary** – Passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop pass, turn over, lose pass. **National Curriculum Focus** – Able to recognise where improvements could be made in their work. Develop, select and combine more complex skills in competitive environments. Play in	coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency. **Key Vocabulary** – Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint. **National Curriculum Focus** – Play competitively using basketball rules. Work to improve strength, stamina and flexibility to help with basketball skills.				

	games developing strength and technique.					
Year 6	**OAA** **Prior Learning** – Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete a task and perform under pressure. **Unit Focus** – Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role in a task. Use knowledge of PE and physical activities to suggest design ideas & amendments to games. **Key Vocabulary** – Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust,	**Tennis** **Prior Learning** – Have experienced a variety of shots including forehand, backhand, volley, and overhead. Can begin games using serves and appropriate service rules. Can play in singles and doubles games. **Unit Focus** – Develop backhand shots Introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve. **Key Vocabulary** – Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement. **National Curriculum Focus** – Play competitively against others and work together with others in	**Gymnastics** **Unit 1** **Prior Learning** – Can create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Can develop symmetry individually, as a pair and in a small group. Can compare performances and judge strengths and areas for improvement. **Unit Focus** – Lead group warm-up showing understanding of the need for strength and flexibility.	**Dance** **Unit 1** **Prior Learning** – Have performed different styles of dance fluently and clearly. Refined & improved dances adapting them to include the use of space rhythm & expression. Worked collaboratively in groups to compose simple dances. Recognised and commented on dances suggesting ideas for improvement. **Unit Focus** – Work collaboratively to include more complex compositional ideas. Develop	**Cricket** **Prior Learning** – Link together a range of basic cricket skills and used in combination. Collaborated as a team to choose, use and adapt rules in games. Relate some aspects of fitness which apply to cricket, e.g. power, flexibility and cardiovascular endurance. **Unit Focus** – Apply with consistency standard cricket rules in a variety of different styles of games. Attempt a small range of recognised shots in isolation and in competitive scenarios. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. **Key Vocabulary** – Tactics, shots, bowling,	**Athletics** **Prior Learning** – Can sustain pace over short and longer distances. Able to run as part of a relay team working at their maximum speed. Can perform a range of jumps and throws demonstrating increasing power and accuracy. Can identify key strengths of a performer when running, jumping and throwing. **Unit Focus** – Become confident and expert in a range of techniques and recognise their success. Apply strength and flexibility to a broad range of throwing, running and jumping activities. Work in collaboration and demonstrate improvement when

	solve, team, design, instructions, extend, knot, orient. **National Curriculum Focus** – Make improvements in own performance from feedback. Use increasingly sophisticated problem-solving skills.	gameplay. Work hard to challenge self to improve the consistency of shots including newly learnt shots Implement basic tactics in gameplay and score games using an appropriate scoring system.	Demonstrate accuracy, consistency, and clarity of movement. Work independently and in small groups to make up own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. **Key Vocabulary** – Flight, vault, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility. **National Curriculum Focus** – Work collaboratively with a partner	motifs and incorporate into self-composed dances as individuals, pairs & groups. Talk about different styles of dance with understanding, using appropriate language & terminology. **Key Vocabulary** – Motif, phrase, street dance, Hakka, Step, slide, repeat, beat, composition, collaborate, formations, stag leap, rebound, expression, gesture, dynamics. **National Curriculum Focus** – Work collaboratively with a partner and in small groups to perform more complex	wicket, stumps, crease, boundary, stance, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive, wide, no ball. **National Curriculum Focus** – Play in competitive games developing fluency in skills and techniques. Work in collaboration to apply defensive and attacking tactics. Compare team performance against other team performances.	working with self and others. Accurately and confidently judge across a variety of activities. **Key Vocabulary** – Run, jump, throw, agility, power, speed, track, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, STEP. **National Curriculum Focus** – Compete developing fluency in skills and techniques individually and as part of a team. Work in collaboration to apply strategies for maximising speed and distance. Compare and contrast team and individual performances across a range of activities.

			and in small groups to perform. Compare performance with previous performances and demonstrate improvement to achieve personal best. Develop flexibility, balance, strength, and control.	dances. Compare performance with previous performances and demonstrate improvement to achieve personal best. Develop flexibility, balance, strength and control in a range of dances.		
	Tag Rugby **Prior Learning** – To combine basic tag rugby skills such as catching and quickly passing in one movement. To be able to select and implement appropriate skills in a game situation. To begin to play effectively when attacking and defending. To increase the power of passes so the ball can be moved quickly over greater distance.	**Basketball** **Prior Learning** – Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency. **Unit Focus** – Apply aspects of fitness to the game such as power, strength, agility and coordination. Choose and implement a range				

	Unit Focus – Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group. **Key Vocabulary** – Passing, Running, Backwards, Tag, Straight, Space, Teamwork, Try-area, defend, attack, retain, contest, possession, pressure, support. **National Curriculum Focus** – Play in competitive games developing fluency in skills and techniques. Working as a team implementing attacking and defending tactics. Compare team performances against other team performance.	of strategies to play defensively and offensively. Grasp more technical aspects of the game. **Key Vocabulary** – Fast break, counterattack, retreat, maintain, pressure, free throw, L-cut, V-cut, pin down. **National Curriculum Focus** – Work to improve agility and strength and play competitively. Learn how to use a broader range of skills in different ways.				

Year Group	Autumn Term		Spring Term	Summer Term
EYFS	Body Management Unit 1 **Prior Learning** - Can stand and balance on one foot. Can climb stairs, move over large and small steps. Can use hands and feet to negotiate obstacles. **Unit focus –** Explore balance and managing own body. Able to stretch, reach, extend in a variety of	Can		

	ways and positions. Able to control body and perform specific movements on command. **Key vocabulary –** climb, step, feet, alternate, one foot, balance stand, stop, reach, step, hold, carry, touch, crawl, jump, roll. **Links to Early Learning Goals –** Developing balance, flexibility and body management. Gaining confidence in a variety of gross motor skills.			

	Working with others.			