



EYFS	Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
		Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p>
		Expressive Arts and Design	Respond to what they have heard, expressing their thoughts and feelings.
	Reception	Personal, Social and Emotional Development	Manage their own needs.
		Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping

			<ul style="list-style-type: none"> - walking - skipping - jumping - climbing <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • 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 outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and wellbeing: regular physical activity 	
		Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. 	
	ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. • Work and play cooperatively and take turns with others.
			Building Relationships	
		Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

		Expressive Arts and Design	Being Imaginative and Expressive	• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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EYFS									
	Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	All about me Focus on what makes us special, family members, how we have grown and changed.	Sparkle & shine Focus on celebrations from different faiths and cultures: how are we different and how are we similar.	Superheroes Focus on what makes us special and how we show our feelings.	Arctic How do people in very cold areas live differently from us?	Dinosaurs	Pets Focus on how we look after animals.	Julia Donaldson Focus on emotions and relationships linked to the stories read.	Minibeasts Focus on the world around us and how we can care for the environment.	Under the sea Focus on the world around us and how we can care for the environment.

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	<p style="text-align: center;">All about me</p> <p>Dance Unit 1 Dance and Gymnastics</p> <p>Dance: Explore a range of movement patterns and respond imaginatively to a range of music types</p> <p>Gymnastics: Explore a range of gymnastics actions and still shapes and move confidently around the space changing levels and direction.</p>	<p>Sensational Safari</p> <p>Game Unit 1 Games and Multiskills</p> <p>Develop balance, agility and coordination and become increasingly confident with these movements whilst engaging in competition as part of a team.</p>	<p>Rescuers and Explorers</p> <p>Athletics:</p> <p>Begin to explore a range of movement types; running, jumping, hopping, throwing and skipping.</p>
	Cycle B	<p>The Big Build</p> <p>Dance unit 2 Dance: Explore the concepts of dance by demonstrating a range of movement patterns that can be linked with simple motifs</p> <p>Gymnastics: Use a range of equipment to explore different levels and jumps. Put equipment out safely with other children.</p>	<p>Travel and Transport</p> <p>Games Unit 2 Games and Multiskills</p> <p>Develop balance, agility and coordination and become increasingly confident with these movements whilst engaging in competition as part of a team.</p>	<p>Under the Sea</p> <p>Athletics</p> <p>Explore a number running for time and for distance and the impact this has on the body. Consider what we need to do to maintain and lead active, healthy lives.</p>
Year 3/4	Cycle A	<p>Prehistoric Britain</p> <p>Athletics unit 1</p> <p>Develop a range of throwing actions with increased difficulty and accuracy; under arm, overarm, low and high.</p> <p>Begin to understand the changes of the body during exercise (including sweating and heart rate)</p>	<p>Around the world in 80 days</p> <p>Dance unit 3</p> <p>Improvise freely with a partner by translating a given motif into their own actions.</p>	<p>Look what they left behind</p> <p>Net and Wall unit 1/striking and fielding unit 1 Begin to apply simple tactics and strategies to outwit an opponent (interceptions and blocking).</p>

	Cycle B	<p>A place for everything</p> <p>Athletics Unit 2 Develop an increased understanding of ‘pacing’ and the fundamental differences between short and long distance events.</p>	<p>Terrible Tudors</p> <p>Dance unit 4 Use simple choreographic principles to create motifs and narrative to perform dance phases that communicate character.</p>	<p>Amazing Amazon</p> <p>Net and wall unit 1/striking and fielding unit 1</p> <p>Develop an understanding of own performance and how to improve actions based on the observations of others</p> <p>Change, keep and adapt the rules for a striking and fielding game and net and wall games.</p>
Year 5/6	Cycle A	<p>Greeks and Stars</p> <p>Gym Unit 5: To choose and apply basic compositional ideas to the sequences they create, and to adapt them to new situations.</p> <p>Dance unit 5: to compose dances by using, adapting and developing steps, formations and patterning from different dance styles</p> <p>to perform dances expressively, using a range of performance skills</p>	<p>Mountain and Rivers</p> <p>Invasion unit 3: Develop a level of consistency with individual skills in a range of invasion based games (football, rugby, netball)</p> <p>Net and wall unit 2:</p> <p>Striking and fielding unit 2:</p>	<p>The Victorians</p> <p>Athletics Unit 3</p> <p>Becoming consistent with a range of athletic techniques and apply these to different sporting events.</p>
	Cycle B	<p>War and Conflict</p> <p>Dance and Gym Unit 6:</p> <p>Dance: Create structured motifs, phrases, sections and whole class dances</p> <p>Gymnastics: to develop their own gymnastic sequences by Understanding, choosing and applying a range of compositional principles.</p>	<p>Angry Earth</p> <p>Invasion unit 4: To understand and apply a range of attacking and defensive strategies during games</p> <p>Net and wall unit 2: Apply the basic principles of attacking and defending to solve a tactical problem.</p>	<p>Who’s your Mummy</p> <p>Athletics Unit 3: To confidently select the appropriate techniques for specific events.</p> <p>Striking and fielding unit 2: to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding</p>

Progression of Skills in Physical Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Copy and explore basic movements with some control and coordination.</p> <p>Perform different body shapes.</p> <p>Perform at different levels.</p> <p>Perform a 2 footed jump.</p> <p>Use equipment safely.</p> <p>Balance with some control.</p> <p>Link 2-3 simple</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence.</p>	<p>Work independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Describe own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Select and combine skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p>

Dance

<p>Copy, explore and remember basic movements and body patterns.</p> <p>Link movements to sounds and music.</p> <p>Respond to a range of stimuli.</p>	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence and the size of body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Use and negotiate space clearly.</p> <p>Describe a short dance using appropriate vocabulary.</p> <p>Respond imaginatively to stimuli.</p>	<p>Begin to improvise both independently and with a partner to create a simple dance.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and motifs to create a longer sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvise with a partner or independently.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Modify parts of a sequence as a result of self-evaluation.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Use the space provided effectively.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Move accurately to the beat.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Dance with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
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Games

<p>Travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws. Receive a ball with basic control.</p> <p>Begin to develop hand-eye coordination. Participate in simple games.</p>	<p>Confidently send the ball to others in a range of ways.</p> <p>Begin to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Begin to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Begin to develop an understanding of attacking/ defending</p>	<p>Understand tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Begin to communicate with others during game situations.</p> <p>Use skills with coordination and control.</p> <p>Develop own rules for new games.</p> <p>Make imaginative pathways using equipment.</p> <p>Work well in a group to develop various games.</p> <p>Begin to understand how to compete with each other in a controlled manner.</p> <p>Begin to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Work well in a group to develop various games.</p> <p>Compare and comment on skills to support creation of new games.</p> <p>Make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together.</p> <p>Use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking.</p> <p>Keep possession of balls during games situations.</p> <p>Consistently use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modify competitive games.</p> <p>Compare and comment on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>knowledge of skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>
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Athletics

<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Perform a variety of throws with basic control.</p>	<p>Can change the speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Perform a variety of throws with control and coordination.</p> <p>Can use equipment safely.</p>	<p>Begin to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).</p> <p>Demonstrate accuracy in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
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Outdoor Adventurous Activities			<p>Develop listening skills. Create simple body shapes.</p> <p>Listen to instructions from a partner/ adult.</p> <p>Begin to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Develop strong listening skills.</p> <p>Use simple maps.</p> <p>Begin to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Develop strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Develop strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>
Swimming			<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe selfrescue in different water-based situations.</p>		
Healthy Lifestyle	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down</p>

Evaluation

<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
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