

	Autumn	Spring	Summer
Nursery	<b>Physical Development and Expressive Arts and Design</b>		
	Through our continuous provision and direct tasks, children will explore their physical skills and their expressive skills. This will include how to lead happy, healthy and active lives.		
	<p>Children will develop their gross motor skills daily by, dancing freely with streamers or large paint brushes, yoga, travelling on wheeled vehicles with support and guidance, climbing and balancing activities with support when needed.</p> <p>Children will work on their emerging ball skills. This half term we will focus on rolling, throwing, pushing and kicking freely. They will work on their fine motor skills daily through a range of activities such as holding a pencil/paintbrush to make marks, holding books and turning one page at a time, we will make snips in paper using developmentally appropriate scissors, explore tweezers to select and move items, use tools such as pushing rollers and pressing cutters and participating in Dough Disco and Squiggle While You Wiggle programmes.</p>	<p>Children will develop their gross motor skills daily by, dancing freely and with guidance with streamers or large paint brushes, yoga, travelling on wheeled vehicles with improving independence and control, climbing and balancing activities with increasing control and stability. We will begin to practise hopping and skipping through games and free play.</p> <p>Children will build on their ball skills. This half term we will support and guide children to have more control and direction when rolling, throwing, pushing and kicking.</p> <p>They will work on their fine motor skills daily through a range of activities such as holding a pencil/paintbrush to make marks and experiment with their emerging writing skills, holding books and turning one page at a time, we will begin to cut longer strips in paper using developmentally appropriate scissors, use tweezers accurately to select and move items, use tools such as garlic presses and mashers and participating in Dough Disco and Squiggle While You Wiggle programmes.</p>	<p>Children will develop their gross motor skills daily by, dancing freely and with guidance with streamers or large paint brushes, yoga, travelling on wheeled vehicles with improving independence and control, climbing and balancing activities with increasing control and stability. When participating in climbing or balancing activities, children should be able to match their action to their ability by adjusting their choice of movement.</p> <p>Children will build on their hopping, skipping and their ability to hold a pose during this term.</p> <p>Children will build on their ball skills. This half term we will support and guide children to have more control and direction when rolling, throwing, pushing and kicking.</p> <p>They will work on their fine motor skills daily through a range of activities such as holding a pencil/paintbrush to make experiment with their emerging writing skills, holding books and turning one page at a time, we will begin to cut shapes in paper using developmentally appropriate scissors, use tweezers accurately to select and move items, use tools such as garlic presses and mashers</p>

						and participating in Dough Disco and Squiggle While You Wiggle programmes. Children will begin to participate in team games or play that they have been shown or make up for themselves such as 'fig freeze' and relay races. We will all participate in competitive racing through Sports Day.
<b>Reception</b>	<p><b><u>Move with Max – The Gruffalo (Games and Dance themed)</u></b> Whilst exploring this well-known story, children will improve basic skills including: Moving a variety of different ways Picking up and controlling an object Throwing in a variety of ways Improve ability to balance Follow basic instructions as a dance theme.</p>	<p><b><u>Move with Max – Aliens Love Underpants (Games and Gymnastics themed)</u></b> Whilst exploring this well-known story, children will improve basic skills including: Basic skills for playing games including following instructions and rules Spatial awareness and negotiating spaces Improving aiming Jumping off apparatus and landing safely Working with a partner to move round a space safely.</p>	<p><b><u>Move with Max – Tiny Whale and Fishy Tale (Athletics themed)</u></b> Whilst exploring this well-known story, children will improve basic skills including: Sequencing several movements together Changing speed and experimenting with direction Controlling a ball and throw, kick and roll it Improve body control using small and large movements Moving safely both independently and as a group.</p>			
<b>Year 1</b>	<p><b><u>Games – Honey Pot</u></b> The 'honey pot' core task involves children running in different directions to pick up objects as quickly as you can. Children will manoeuvre around objects and play different games involving</p>	<p><b><u>Dance – Moving Along</u></b> Children create short dance moves based on the theme of travel. They will experiment with speed, travel and movement when doing this and ensure that they respond well to the music.</p>	<p><b><u>Games – Ten Point Hoops</u></b> The 'ten-point hoops' core task involves children scoring points by throwing beanbags into a choice of two targets. The children</p>	<p><b><u>Dance – Themes and Dreams</u></b> Children will concentrate on the start and ending to their dance routine. They will think about what shapes or actions they have in the middle and ensure these are the same. Children will consider how</p>	<p><b><u>Games – Colour Match</u></b> The 'colour match' core task involves children throwing different pieces of equipment as accurately as possible, attempting to hit a target. Children work in groups of</p>	<p><b><u>Athletics – Off, Up and Away Unit 1</u></b> Children will focus on three main areas of: travelling, jumping and throwing. They will explore different ways of travelling and look at both an underarm and overarm throw. Whilst jumping,</p>

	<p>different movements.</p> <p><b><u>Gymnastics – Making Shapes</u></b> The 'making shapes' core task involves children creating a gymnastics sequence on floor, mats and apparatus by linking two gymnastics shapes through rolling, travelling or jumping. Children will make a variety of shapes which may include straight, tuck and stay shapes.</p>	<p><b><u>O+A – Where are we going?</u></b> Children will follow a trail marked by arrows, or long piece of string that goes around the hall. When objects are found, they will be matched against a sheet of paper. Children will explore different places and will be able to follow a simple map/trail.</p>	<p>should be introduced to the terms: 'attacker' and 'defender'.</p> <p><b><u>Dance – Own Themes</u></b> Children will build on the skills from their 'moving along' core task and apply them to their own theme during this dance unit.</p>	<p>different shapes can link together and make simple dances.</p> <p><b><u>Gymnastics – Unit 1</u></b> Children will continue to improve their tension and extension when creating a small number of different shapes and will also increase their ability to link different shapes together.</p>	<p>three and take it in turns to act as a thrower, scorer and collector. Children will experiment with a variety of different throwing techniques.</p>	<p>children will experiment with the different types of jumps.</p> <p><b><u>Games – Rolla Ball</u></b> The 'Rolla Ball' core task involves children scoring points by rolling a ball underarm, across your opponent's line. This game should be played 2 vs. 2. Children will attempt to defend a target and outwit their opponents.</p>
<p><b>Year 2</b></p>	<p><b><u>Gymnastics – Families of Actions</u></b> Using shapes children explored in Y1, these will combine to create a longer sequence that involves a roll, a balance, a jump and some travel. They will explore a variety of</p>	<p><b><u>Dance – Cat Dance</u></b> Building on from the knowledge covered in Y1, children will create their own dance inspired by a domestic cat. They will use a combination of movements and facial expressions to show different</p>	<p><b><u>Fundamental Movement Skills</u></b> Children will improve their core strength and balancing skills by carrying out a variety of tasks. They will improve their ability to throw, catch and</p>	<p><b><u>O+A – Gone Fishing</u></b> Children will build on their knowledge of map reading and orienteering by following simple maps with marked apparatus. Children will see how many things they can rescue from a 'river'</p>	<p><b><u>Games (N+W) – Mini Tennis</u></b> Children will aim to hit a ball over a net in order to score a point. This will be fed to them by another child who will act as the 'feeder'. For those children who are confident, they</p>	<p><b><u>Games – Kick Rounders</u></b> Using their knowledge of rolling a ball from Y1, children will roll a ball to a kicker whose job is to kick it into a field. The field contains 4 hoops arranged in a semi-circle and</p>

	<p>movement techniques. <b><u>Games – Bean Bag Throw</u></b> Children will build on their throwing and aiming skills by throwing a beanbag into an area and then seeing how many points they can score. Once children are confident with the basics, defenders can be introduced to make the game a little more difficult.</p>	<p>moods. The phrases explored in Y1 will be revisited and built on. <b><u>Games – Piggy in the Middle</u></b> The main skills in this core task involve throwing and catching a ball accurately. Children will revisit the underarm throws explored in Y1 and look at overarm throws, comparing the two. Children will develop their aiming skills too.</p>	<p>aim whilst doing this. <b><u>Gymnastics – Unit 2</u></b> Improving their understanding of balances and transitions from Year 1, children will continue to work on a variety of movement.</p>	<p>without putting any body parts into the area. <b><u>Dance – How Does it Feel?</u></b> Children will build on their ability to start and end a routine by thinking about creating and performing short dances. They will use rhythm, expression and dynamic qualities to show different moods and feelings.</p>	<p>can intercept the ball on their side of the net before it bounces twice.</p>	<p>the kicker should run as far as possible before the opposing team manage to find the ball and return it. Children will explore tactical choices in games more closely. <b><u>Athletics – Furthest Five/ Pass the Baton</u></b> Children will experiment with different styles of jumping and the effectiveness of these. They will use a run up and perform the different jumps to see which one allows them to travel further.</p>
<p><b>Year 3</b></p>	<p><b><u>Invasion Games – Three Touch Ball – Netball Focus</u></b> Children will be focusing on passing a ball at least three times before aiming to score a point by throwing it into a</p>	<p><b><u>O+A – Where am I?</u></b> Children will develop their orienteering and map skills further by using a simple map of the school or playground and complete a course</p>	<p><b><u>Dance - Machines</u></b> Children will begin to explore how machines work and be inspired by this movement to create and perform a dance. This routine should</p>	<p><b><u>Gymnastics – Balancing Act</u></b> Developing their learnt moves and shapes from KS1 further, children will create a gymnastics sequence with 6-8</p>	<p><b><u>Games (N+W) Mini Tennis – Extension</u></b> Building on from tennis skills learnt in Year 2, children will successfully hit a ball over a net and attempt to intercept this.</p>	<p><b><u>Games (St+F) Arc Rounders</u></b> Children will hit a ball off a low tee into an arc. They will then be able to score points by bouncing a ball as many times as</p>

	<p>hoop. They will use their knowledge of different types of throwing from Y1 and Y2 and build on this. Children will also be playing in bigger groups of 3 vs.1 or 4 vs. 2.</p> <p><b><u>Dance – Indian Delight</u></b> The ‘Indian delight’ core task involves children using and applying the core dance skills learnt in KS1 and creating a whole group dance inspired by the classical Indian dance style. This will contain a variety of individual, partner and group dancing.</p>	<p>that has 8 to 12 controls in. They will need to work as a team and follow routes both individually and as part of a group.</p>	<p>include 3 clear sections: machine actions, partner work and the machine being out of control. The stimulus for this dance can come from any topics that are being covered in this year group.</p> <p><b><u>Swimming</u></b> Children will begin their swimming sessions by becoming confident in the water and working on the ability to swim 25m</p>	<p>actions on the floor, the mats and using apparatus. They will use a range of different balances and consider changes in level and direction too.</p> <p><b><u>Swimming</u></b> Children will begin their swimming sessions by becoming confident in the water and working on the ability to swim 25m</p>	<p>Eventually, children will be able to create a short rally where they can hit the ball backwards and forwards to each other.</p> <p><b><u>Gymnastics – Unit 4</u></b> Combining all shapes learnt in KS1, children will begin working with a partner and experimenting with different balances and transitions.</p>	<p>possible before the fielders manage to return the ball. Children will explore tactics and methods to help them improve their own score further.</p> <p><b><u>Athletics – Faster, Higher, Further</u></b> Children will work in small groups to investigate and compare the effectiveness of different styles of the three main events in Athletics: running, jumping and throwing. They will have a focus on running and jumping.</p>
<p><b>Year 4</b></p>	<p><b><u>O+A – Communication Challenge</u></b> Children will work in pairs and use the skills they have from their unit</p>	<p><b><u>Invasion Games – Three Touch Ball – Football Focus</u></b> Children will be focusing on passing a ball at least three times before aiming to score a point by</p>	<p><b><u>Dance – Round the Clock</u></b> Inspired by mechanisms and how a clock works, children will work both independently</p>	<p><b><u>Gymnastics – Unit 3</u></b> Children will continue to develop their gymnastics ability by working with</p>	<p><b><u>Games (N+W) – Target Baggers</u></b> Children will adapt their aiming skills during this core task. They will score points by getting a</p>	<p><b><u>Games (S+F) – Run the Loop</u></b> With a ‘rounders’ focus, children will improve their understanding of striking a ball and</p>

	<p>completed in Year 3. One of the participants will wear a blindfold and the other will lead their partner safely round a course that has been set out by the teacher.</p> <p><b><u>Swimming</u></b> Children will continue to develop their swimming skills and will also complete water safety skills.</p>	<p>scoring in a target. They will be building on the skills they learnt when doing this core task in Year 3 and applying this to a football-based game instead.</p> <p><b><u>Swimming</u></b> Children will continue to develop their swimming skills and will also complete water safety skills.</p>	<p>and in small groups to express different times of the day. Children will build on their knowledge and skills from Year 3 and introduce the theme of tableaux.</p>	<p>several other children.</p>	<p>small, soft ball to land in one of two targets.</p>	<p>attempt to score points by running between bases. This will build on the skills learnt in Y3 and the groups working on the task will be bigger.</p> <p><b><u>Athletics – Faster, Higher, Further</u></b> Children will develop and refine the skills learnt in Y3 to improve their skills in running, jumping and throwing. The focus here will move towards throwing and running.</p>
<p><b>Year 5</b></p>	<p><b><u>Athletics – Distance Challenge</u></b> Combining the skills learnt throughout KS2 athletics sessions, children will be setting themselves personal goals focussed on the three main areas</p>	<p><b><u>O+A – Safely Across</u></b> After working with a partner in Year 4, children will now work in a small team of 4 or 5 children and must get the whole team across a 'river' or 'swamp' without falling in. A range of equipment will be used to assist</p>	<p><b><u>Games – End Zone</u></b> Children will learn the basic skills of hockey before applying these to a small game situation. They will improve their understanding of attackers and defenders whilst doing this.</p>	<p><b><u>Gymnastics – Unit 5 Task 2</u></b> Children will adapt the gymnastics routines that they designed in the Autumn term and now incorporate apparatus as well into their routines. This should be able to combine more than one piece of</p>	<p><b><u>Games – Zone Cricket</u></b> Building on the skills learnt in Years 3 and 4, children will hit a ball into an arc and attempt to score as many runs as possible by running into different zones.</p>	<p><b><u>Games – Zone Cricket Extension</u></b> Building on the skills learnt in Years 3 and 4, children will hit a ball into an arc and attempt to score as many runs as possible by running into different zones. When confident, children will apply</p>

	<p>of Athletics – running, jumping and throwing. They will discuss their own technique and observe others' techniques too. This will have a focus on running and jumping.</p> <p><b><u>Games – Grid Rugby</u></b> Children will be incorporating skills such as: running, passing, scoring, defending and attacking in order to successfully play Grid Rugby. Hoops should be used to show where children will be aiming to score. Children will use a variety of equipment like rugby balls and tag belts to help.</p>	<p>children in crossing the space.</p> <p><b><u>Gymnastics – Partner Work</u></b> Children will apply the gymnastics skills they have learnt in KS2 so far to a paired routine involving elements on the floor, on mats and on apparatus.</p>		<p>apparatus and include both individual and paired elements.</p>	<p><b><u>Dance - Masquerade</u></b> Children will work as a class and create and perform a dance with three clear sections. They will combine a variety of skills and use a stimulus to explore different types of dancing too.</p>	<p>these skills to a game of Kwik cricket using the Kwik cricket rules.</p>
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<p><b>Year 6</b></p>	<p><b><u>Athletics – Distance Challenge</u></b> Combining the skills learnt throughout KS2 athletics sessions, children will be setting themselves personal goals focussed on the three main areas of Athletics – running, jumping and throwing. They will discuss their own technique and observe others' techniques too. The focus here will be running and throwing.</p> <p><b><u>Games – Grid Rugby Extension</u></b> Children will be incorporating skills such as: running, passing, scoring, defending and attacking in order to successfully play</p>	<p><b><u>Gymnastics - Acrobatic Gymnastics</u></b> Children will build on their understanding of paired work from Year 5 and incorporate several acrobatic balances (part-weight baring balance, counter tension and counterbalance) into their paired routine. This will also incorporate up to 6 other movements.</p>	<p><b><u>Games – On the Attack Basketball Focus</u></b> Children will develop their skills of passing and dribbling and build on the skills learnt in KS2. Attackers and defenders will be used so that children can work up to applying skills to a whole game situation.</p> <p><b><u>O+A – Beat the Clock</u></b> Children will continue to develop their ability to work in a group by completing an orienteering course in a set, given time. A range of teamwork skills and orienteering skills will be used to ensure this is a success.</p>	<p><b><u>Dance – Making the Grade</u></b> Combining all the skills learnt in dance, children will work both individually, in pairs and in small groups to create and perform a dance routine inspired by doing tests. They will also incorporate the use of props into this.</p>	<p><b><u>Games – Runners</u></b> Children will improve their cricket skills which they learnt in Year 5 and see how they can apply these skills to earn as many runs as possible in a small game situation.</p>	<p><b><u>Games – Zone Rounders</u></b> Children will be incorporating the skills learnt throughout KS2 into a Rounders game. They will each have 10 balls which they will need to score as many balls as possible. Children will be working in pairs and each pair will have a specific role to play. They will also need to support each other and help to improve each other's game.</p>
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	<p>Grid Rugby. Hoops should be used to show where children will be aiming to score. Children will use a variety of equipment like rugby balls and tag belts to help. Children will improve their skills and be able to confidently apply these to several different game situations.</p>				
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The following statements are embedded throughout the PE curriculum.

**Eco:** LOTC – children are given the opportunity to use the outdoor space.

**Educate & Celebrate:**  
Gender equality in sporting opportunities.  
Disabilities.

**RRS**  
Article 31- children have the right participate in a wide range of activities.  
Article 24- children have the right to good quality healthcare and good food.