




Personal **R**esponsibility **I**n **D**elivering **E**xcellence

PE Progression Overview

National Curriculum Aims and Purpose	Intent
<p>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 that 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.</p> <p>Aims - The national curriculum for Physical Education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods • engage in competitive sports and activities • lead healthy, busy lives <p>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.</p>	<p>Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond.</p> <p>Children should</p> <ul style="list-style-type: none"> • experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor education, athletics, and swimming. • Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time. • Learn to win and lose, support others and be supported, showing sportsmanship and good character. • Work as part of a team towards a common goal as well as individually improving their performance. • Be allowed to be creative in a range of activities. • Play competitively, respecting officials and other players. • Develop spiritually, morally and culturally through diverse activities and opportunities. <p>Quality physical education can develop the whole child:</p> <ul style="list-style-type: none"> • Strengthening thinking and decision-making skills • Building and increasing confidence and self-esteem • Developing character and resilience • Enhancing their commitment and desire to improve • Allowing opportunities for enjoyment, fun and free-spiritedness • Fostering feelings of safety and security 

Links to learning in EYFS	Cross-curricular Links
<p>Personal, social and emotional development - Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating.</p> <p>Physical development - Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination and strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus. Develop ball skills such as throwing for accuracy. Understanding the world - Draw information from a simple map. Describe what they see, hear and feel outside. Expressive arts and design - Listen attentively, move and talk about music. Watch and talk about dance. Develop storylines.</p>	<p>Maths - Using numbers, arithmetic, collecting, recording, and interpreting data. Measuring, estimating, averaging, counting, using a clock and digital readout.</p> <p>Literacy - Developing a broad vocabulary and using in the correct context. Developing speaking and listening skills. Describing, arguing, interpreting, and explaining.</p> <p>Music - Moving in response to music, recognising themes, genres, culture and stories linked to music through dance.</p>

Athlet	Progressive PE Areas							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5

Athletics		Curriculum Overview		Statutory Curriculum Statements							
				<p>PSED: Birth to three: Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Physical Development: Birth to three: Enjoy moving when outdoors and inside. Begin to crawl in different ways and directions. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling, and walking. Walk, run, jump and climb – and start to use the stairs independently.</p> <p>3- and 4-Year-Olds: 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.</p>	<p>Physical Development: Reception Aged Children: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none">- rolling- running- crawling- hopping- walking- skipping- jumping- climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination, and agility.</p> <p>ELG: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping.</p>	Master basic movements including running, jumping, throwing, and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing, and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.	Use running, jumping, throwing, and catching in isolation.	Develop strength, technique, control, and balance.	Use running, jumping, throwing, and catching in isolation.	Develop strength, technique, control, and balance.
				<p>Experiences for F1 to ensure:</p> <p>Travel with some control and coordination</p> <ul style="list-style-type: none">• Change direction at speed through both choice and instructions• Stop, start, pause, prepare for and anticipate movement in a variety of situations	<p>Agility-based activities moving and controlling objects</p> <ul style="list-style-type: none">• Recognise different actions such as: moving softly, quietly, quickly, powerfully• Relate body movements to music and percussion	<p>Pupils will begin to link running and jumping.</p> <ul style="list-style-type: none">• To learn and refine a range of running which includes varying pathways and speeds.• Develop throwing techniques to send objects over long distances.• Increase stamina and core strength needed to undertake athletics activities.• Take part in a broad range of opportunities to extend strength, balance, agility and coordination.• Cooperate with others to carry out more complex tasks	<p>Develop power, agility, coordination and balance over a variety of activities.</p> <ul style="list-style-type: none">• Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.• Can negotiate obstacles showing increased control of body and limbs.• Improve running and jumping movements, work for sustained periods of time.• Reflect on activities and make connections between a healthy active lifestyle.• Experience and improve on jumping for distance and height	<p>Control movements and body actions in response to specific instructions.</p> <ul style="list-style-type: none">• Demonstrate agility and speed.• Jump for height and distance with control and balance.• Throw with speed and power and apply appropriate force.	<p>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</p> <ul style="list-style-type: none">• Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.	<p>A Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</p> <ul style="list-style-type: none">• 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.	<p>Become confident and expert in a range of techniques and recognise their success.</p> <ul style="list-style-type: none">• Apply strength and flexibility to a broad range of throwing, running and jumping activities.• Work in collaboration and demonstrate improvement when working with self and others.• Accurately and confidently measure and time keep for both track and field events

Athletics	
Key Vocab	PE HUB Skills
<p>Demo agility in variety of games. Recognise & follow instructions. Experiment with starting & stopping positions. Perform fast & slow movements. Show control to stop & perform actions.</p>	<p>Demo agility in variety of games. Recognise & follow instructions. Experiment with starting & stopping positions. Perform fast & slow movements. Show control to stop & perform actions.</p>
<p>Key Vocabulary/Phrases Demonstrate agility in a variety of games. Recognise and follow instructions. Experimenting different starting and stopping positions. Perform fast and slow movements. Show control to stop and perform actions.</p> <p>Key Vocabulary/Phrases Play games, taking turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.</p> <p>Key Vocabulary/Phrases Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foot, javelin, vault, pole, sash, push, receive, hop - step - jump. Baton exchange, accuracy.</p>	<p>Key Vocabulary/Phrases Pace, program, paces, high, low, switch, agility, music, beat.</p> <p>Key Vocabulary/Phrases Reach, stretch, hold, cary, touch, stand, jump, roll, hands, feet, weight, wiffles, quickly, quietly, powerful, music, beat.</p> <p>Key Vocabulary/Phrases Run, frog, skip, step, sideways, throw, slow, medium, link, skipping, partner, track, relay, step, partner, sprint.</p>
<p>Key Vocabulary/Phrases Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions.</p>	<p>Key Vocabulary/Phrases Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions.</p>
<p>Key Vocabulary/Phrases Awareness of others. Creating power. Quick feet. Choose appropriate throw. Static and dynamic balances.</p>	<p>Key Vocabulary/Phrases Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.</p>
<p>Key Vocabulary/Phrases Breathing techniques. Develop strength. Create power. Working as part of a team. Discuss thoughts and feelings about activities.</p>	<p>Key Vocabulary/Phrases Lunges, strength, power, repetition, power, accuracy, agility, burn, stamina, fitness, persistence, rally, develops, lap, cooperate, compete.</p>
<p>Key Vocabulary/Phrases Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.</p>	<p>Key Vocabulary/Phrases Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.</p>
<p>Key Vocabulary/Phrases Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges</p>	<p>Key Vocabulary/Phrases Track, force, distance, curve, accelerate, hurdles, foot, javelin, vault, pole, sash, push, receive, hop - step - jump. Baton exchange, accuracy.</p>
<p>Key Vocabulary/Phrases Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump</p>	<p>Key Vocabulary/Phrases Bounce, relay, baton, safety, rules, targets, record, set, take over, strength, judge, trajectory, sprint, shuttle, assess</p>
<p>Key Vocabulary/Phrases Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition.</p>	<p>Key Vocabulary/Phrases Power in the sprint start. Standing triple jump. Heave throw. Parulauf running. Scissor jump.</p>

		Progressive PE Areas							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Dance	Statutory Curriculum Statements	<p>Physical Development: Birth to three: Clap and stamp to music</p> <p>3- and 4-Year-Olds: 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. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>Expressive Arts and Design: Birth to three: Move and dance to music.</p> <p>3- and 4-Year-Olds: Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Physical Development: Reception Aged Children: 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. Develop overall body strength, balance, coordination, and agility.</p> <p>ELG: Gross Motor Skills: 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.</p> <p>Expressive Arts and Design: Reception Aged Children: 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.</p> <p>ELG: Being imaginative and Expressive: Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.</p>	Perform dances using simple movement patterns.	Perform dances using simple movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance	Curriculum Skills	Recognise that actions can be reproduced in time to music; beat patterns, and different speeds • Perform a wide variety of dance actions, both similar and contrasting • Copy, repeat and perform simple movement patterns	Count and move to beats of 8. • Copy and repeat movement patterns. • Work as an individual, in partners, and as a group.	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. • Able to build simple movement patterns from given actions. • Compose and link actions to make simple movement phrases. • Respond appropriately to supporting concepts such as canon and levels.	• 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. • Perform using more sophisticated formations as well as an individual • Explore relationships through different dance formations • Explain the importance of emotion and feeling in dance. • Use the stimuli to copy, repeat and create dance actions and motifs.	Practise different sections of a dance aiming to put together a performance • Perform using facial expressions • Perform with a prop • Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies • Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance	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. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on a specific theme throughout and linking all activities to the communication of this to an audience.	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 • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.	Work collaboratively to include more complex compositional ideas • Develop motifs and incorporate them into self composed dances as individuals, pairs & groups • Talk about different styles of dance with understanding, using appropriate language & terminology • Developing group devices and greater use of teamwork • Demonstrating narrative through contact and relationships • Showing tension through pattern and formation																																																																																																																																											
Dance	PE Hub skills	Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work	Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.	Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with a start, middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon and in rounds.	Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.	Perform a jazz square. Perform two contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Demonstrate stylistic elements of a barn dance. Apply feedback to improve your own performance.	Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.	Perform locomotor and nonlocomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create your own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.	Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.																																																																																																																																											
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Perform with feeling.																																																																																																																																																				
Perform actions to nursery rhymes.	Compose, choose, select, create, rhyme, theme, rhyme, choose, rhyme, choose, rhyme.																																																																																																																																																			
March in time.																																																																																																																																																				
Move and turn as a group.																																																																																																																																																				
Perform simple canon.																																																																																																																																																				
Perform in single rounds.																																																																																																																																																				
Dance a solo.	Direction, huddle, group, mood, feeling, penguin, musicality, respond, pilling, flying.																																																																																																																																																			
Dance a duet.																																																																																																																																																				
Explore creative footwork.																																																																																																																																																				
Discuss how performance can develop.																																																																																																																																																				
Respond to visual stimulus.																																																																																																																																																				
Comment on contrasting actions.	Dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage.																																																																																																																																																			
Use a clock face to develop a dance.																																																																																																																																																				
Perform 'freestyle' movements.																																																																																																																																																				
Perform a motif to music.																																																																																																																																																				
Explore movement pathways.																																																																																																																																																				
Perform a jazz square.	Facial expression, improvisation, rehearsal, director, choreographer, slide, formation, freeze frames.																																																																																																																																																			
Perform as 2 contrasting characters.																																																																																																																																																				
Explore characters through description.																																																																																																																																																				
Communicate ideas as part of a group.																																																																																																																																																				
Use a prop in a 4-action dance phrase.																																																																																																																																																				
Discuss examples of professional work.	Do the Do, Hop, long ball, change, partner work, four patterns, angular, energetic, strong, lean.																																																																																																																																																			
Creating own floor patterns.																																																																																																																																																				
Demonstrate stylistic dynamics of Barn Dance.																																																																																																																																																				
Creating action on own & with partner.																																																																																																																																																				
Apply feedback to improve performance.																																																																																																																																																				
Develop dance freeze frames.	Improvisation, rehearsal, director, choreographer, slide, formation, freeze frames.																																																																																																																																																			
Practice and perform a slide and roll.																																																																																																																																																				
Learn to replicate a set phrase.																																																																																																																																																				
Work collaboratively to sequence movements.																																																																																																																																																				
Create a 5 action routine.																																																																																																																																																				
Use formations to tell a story.	Size, direction, background, ornamentation, facing.																																																																																																																																																			
Perform without prompts.																																																																																																																																																				
Use devices to manipulate movements.																																																																																																																																																				
Contact work as a group.																																																																																																																																																				
Identify strengths.																																																																																																																																																				
Apply some basic Bollywood actions.	Facial expression, rehearsal, director, choreographer, slide, formation, freeze frames.																																																																																																																																																			
Perform non locomotor and locomotor movements.																																																																																																																																																				
Describe key features of the dance.																																																																																																																																																				
Work collaboratively with a group of 4.																																																																																																																																																				
Use knowledge of basic line dance steps to create their own.																																																																																																																																																				
Copy/perform specific dance actions to communicate the theme.	Assembly, posing, suit, chair, hat, necklace, bracelet, ring, earring, brooch, pin, hair, shoes, bag, belt, watch, glasses, jewelry, accessories.																																																																																																																																																			
Communicate the idea of a hero.																																																																																																																																																				
Perform clear shapes and build patterns as part of a team.																																																																																																																																																				
Copy and execute a high energy jump sequence.																																																																																																																																																				
Create a low level attack sequence.																																																																																																																																																				
Use tension and extension to control body.	Mood, tension & accretions, contrast, balance, coordination, collaboration, play, bag, rehearsal, expression.																																																																																																																																																			
Explore space and relationships in dance.																																																																																																																																																				
Identify appropriate dynamics and group formations for the Hakka.																																																																																																																																																				
Perform some basic street dance skills.																																																																																																																																																				
Compose a phrase of gestures that communicate a theme.																																																																																																																																																				
Create a phrase of gestures which communicate the story.	Gesture, tension & accretions, contrast, balance, coordination, collaboration, play, bag, rehearsal, expression.																																																																																																																																																			
Describe the meaning of several types of devices in relation to tension & relationships.																																																																																																																																																				
Create and perform a live aural setting.																																																																																																																																																				
Explore the use of dynamics to communicate an intent.																																																																																																																																																				

		Progressive PE Areas							
			Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5
Games (Competitive)	NC Curriculum Statements	<p>PSED: 3- and 4-Year-Olds: Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.</p> <p>Physical Development: Birth to three: Enjoy moving when outdoors and inside.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>3- and 4-Year-Olds: Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>PSED: Reception Aged Children: Manage their own needs.</p> <p>ELG: Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others.</p> <p>Physical Development: Reception Aged Children: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none">- rolling- running- crawling- hopping- walking- skipping- jumping- climbing <p>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.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>ELG: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others.</p>	Participate in team games, developing simple tactics for attacking and defending.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.				

Games (Competitive)		Curriculum Skills							
		<p>Explore balance and managing own body, including manipulating small objects</p> <ul style="list-style-type: none"> • Able to stretch, reach, extend in a variety of ways and positions • Able to control body and perform specific movements on command <p>Organise and match various items, images, colours and symbols</p> <ul style="list-style-type: none"> • Work with a partner to listen, share ideas, question and choose • Move confidently and cooperatively in space <p>Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.</p>	<p>Explore a variety of rolling, sliding and slithering.</p> <ul style="list-style-type: none"> • Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet • Participate in a variety of small group co-operative activities. <p>Copy and repeat various patterns and actions</p> <ul style="list-style-type: none"> • Show an understanding of own feelings and others • Solve more complex tasks using skills learned • Work and play cooperatively and take turns <p>Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.</p>	<p>Invasion Games:</p> <p>To practice basic movements, including running, jumping, throwing and catching. • To begin to engage in competitive activities. • To experience opportunities to improve agility, balance and coordination. • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Preparing for and explaining the reasons why we enjoy exercise.</p> <p>Net/Wall games</p> <p>Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beachballs. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills to beat the opposition.</p> <p>Striking and Fielding Games</p> <p>Able to hit objects with a hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics.</p>	<p>Invasion Games:</p> <p>To practice basic movements, including running, jumping, throwing and catching. • To begin to engage in competitive activities. • To experience opportunities to improve agility, balance and coordination. • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Preparing for and explaining the reasons why we enjoy exercise.</p> <p>Net/Wall games</p> <ul style="list-style-type: none"> • 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 • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Improve agility and coordination and use in a game. <p>Striking and Fielding Games</p> <p>To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the other hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop.</p>	<p>Invasion Games:</p> <p>To perform some basic invasion games skills, throwing, catching, kicking and dribbling. • To build attacking/offensive play. • 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. • Able to implement basic rules of modified games, e.g. basketball. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team.</p> <p>Net/Wall games</p> <p>Identify and describe some rules of net/wall games. • Serve to begin a game. • Explore forehand hitting. • Play with some understanding of modified court boundaries</p> <p>Striking and Fielding Games</p> <p>To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency, including striking a bowled ball. • Work cooperatively with others to complete fielding tasks.</p>	<p>Invasion Games:</p> <p>Show increases confidence and performs with more consistency a selection of basic skills such as dribbling, throwing and shooting • Develop a broader range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during gameplay. • Evaluating skills, tactics and team play to aid improvement.</p> <p>Net/Wall games</p> <p>Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Practise some trick shots in isolation. • Work to return the serve. • Demonstrate different court positions in gameplay.</p> <p>Striking and Fielding Games</p> <p>To develop the range of striking and fielding skills they can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent, use decision making attempt direction</p>	<p>Invasion Games:</p> <p>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 and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a more significant number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed. • Select and apply the appropriate skill in a game situation. • Play effectively as a team in defence, taking individual responsibility for your role.</p> <p>Net/Wall games</p> <p>Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Practise some trick shots in isolation. • Work to return the serve. • Demonstrate different court positions in gameplay.</p> <p>Striking and Fielding Games</p> <p>Link together a range of skills and use them in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to striking and fielding, e.g., power, flexibility, and cardiovascular endurance • Develop retrieving and returning the ball.</p>	<p>Invasion Games:</p> <p>Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a broader range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack.</p> <p>Net/Wall games</p> <p>Develop a broader range of shots. • Begin to select and apply more sophisticated tactics such as netplay and offensive and defensive positioning. • Play with fluency with a partner in doubles/partner scenarios. • Develop backhand shots. • Begin to use full scoring systems • Continue developing doubles play and tactics to improve.</p> <p>Striking and Fielding Games</p> <p>Apply consistently standard rules in a variety of different styles of games. • Attempt a small range of shots in isolation and competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>

Games (Competitive)	PE Hub skills	<p>Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus. Work as an individual and part of a group to match. Keep heart rate high. Travel and follow travel trails as an individual. Work cooperatively to form shapes. Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.</p>	<p>Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others. Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay. Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.</p>	<p>Invasion Games:</p> <p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.</p> <p>Net/wall games</p> <p>Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling and standing position.</p> <p>Striking and Fielding Games</p> <p>Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players from scoring runs. Self-feed and hit a ball. Run between bases to score points.</p>	<p>Invasion Games:</p> <p>Kick with the inside of the foot and stop the ball with your feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p> <p>Net/wall games</p> <p>Identify dominant and nondominant sides. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for an opponent to return. Play out a point from a serve.</p> <p>Striking and Fielding Games</p> <p>Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move inline to stop the ball.</p>	<p>Invasion Games:</p> <p>General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Basketball – Jump Ball, two handed shot. Defensive body position. Football – Using inside and outside of the foot, trapping. Hockey – Using the flat side of the stick. Close control, preparing to tackle. Handball – Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip. Lacrosse – Underarm and overarm throw. Groundball collection. Shot, pass and run. Netball – Chest, shoulder and bounce pass. Dodging to get free. Tag Rugby – ball handling. Running past defenders. Evading taggers and tag protocol.</p> <p>Net/wall games</p> <p>Badminton - Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries—rally with a partner. Send and return over a net. Serve using the forehand. Tennis – Ready position. Hit to different areas of the court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets..</p> <p>Striking and Fielding Games</p> <p>General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball/collect and return a moving ball. Cricket – Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper. Rounders – Consistently hot one-handed. Use underarm bowling action to bowl a 'good' ball. Selecting the best base to throw to get players out. Introduction to the role of the backstop.</p>	<p>Invasion Games:</p> <p>General – Passing over longer distances, use some marking techniques and introduce some defending principles. Basketball - Use footwork rules, explore basic marking, cross over dribble, bounce pass, jump shot, triple threat position. Football – Dribbling in different directions, defensive tackling, front of player and goal side marking. Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball. Handball – Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw. Lacrosse – Following your pass, maintain unopposed possession, short-range shooting, receive and turn. Netball – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules. Tag Rugby – Picking up and running with the ball, correct ball carrying position, keeping possession.</p> <p>Net/wall games</p> <p>Badminton - Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play. Tennis – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play</p> <p>Striking and Fielding Games</p> <p>General – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success. Cricket – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand. Rounders – Run at speed to avoid being stumped. Play backstop in a small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.</p>	<p>Invasion Games:</p> <p>General – Combine basic skills with confidence, such as dribbling and shooting. Select and apply appropriate skills in a game situation. Basketball – Block, forward pivot, forward pass, push pass, boxing out. Football – Turning with the ball, running with the ball, keeping possession, step over. Hockey – Block tackle, passing in the D, sweep shot, dragging the ball. Handball – Jump shot, closing angles, pivoting to pass, set plays. Netball – Effective bounce pass in a game, use a greater variety of dodging skills, pivot and pass, two-handed shooting. Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opponent, pop pass, magic diamond formation, 3 steps and pass technique.</p> <p>Net/wall games</p> <p>Badminton – Moving opposition around the court. Perform forehand long and short serves. Use close control. Develop reaction time. Tennis – Volley shots. Clearing from the back of the court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.</p> <p>Striking and Fielding Games</p> <p>General – Throw for accuracy over short distances. Recognise where to play. Cricket – Calling for runs with a partner. Start to keep wicket. Attempt bowling with a run-up. Forward defensive shot. Setting a field. Rounders – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.</p>	<p>Invasion Games:</p> <p>General – Compare performances. Comprehend and show why a player with the ball should keep moving or be ready to pass quickly in Netball. Basketball – Fast break, retreat dribble, free throw rules, L-cut, v-cut, Pin down. Football – Setting up others to shoot, denying space, covering defender, penalty shooting, goalkeeping, close control knee, chest. Hockey – Shooting from close range, long corners, goal-side marking, self-pass rule, channelling the opposition. Handball – Screening, organisation around the D, dribbling with precision in game, utilising space. Netball – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away. Tag rugby – Set play for attacking, 'take the distance, not the time' and 'spaces, not faces'</p> <p>Net/wall games</p> <p>Badminton – Drop and smash shot. Drop shot and recover. Use quick reactions for confident netplay. Offensive court positioning. Defensive formations for doubles. Tennis - Introduce the lob. Communication in doubles play. Two-handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.</p> <p>Striking and Fielding Games</p> <p>General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball. Cricket – Fielding positions, slip, short leg and cover. Bowling short. On and off drive. Rounders – Play using standard rounders pitch layout. Bowling a fast ball. Play tactically to avoid overtaking teammates.</p>
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Basketball

Rounders

Handball

Cricket

Badminton

Key Vocabulary/Skills	
Counterattack using fast break.	Fast break,
Retreat dribble.	counterattack,
Free throw rules.	retreat, maintain
Cutting to outwit opponent.	pressure, free
3 point shot	throw, L-cut, V-
	cut, pin down.


Working as pairs to field a long ball	select, distance,
Employ base running tactics.	tracking.

Spaces not faces principle.	control, support, observe, analyse.
Transition from attack to defence.	

Dribbling in gameplay.	consistency, counterattack.
Appropriate skill selection.	

Work as pairs to field long balls.	log, cover, innings, retires.
Attempt an on drive.	

		Progressive PE Areas							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Gymnastics	Statutory Curriculum Statements	<p><u>Physical Development: Birth to three:</u> Roll over: from front to back, then back to front. Begin to crawl in different ways and directions. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling, and walking</p> <p><u>3- and 4-Year-Olds:</u> Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p>	<p><u>Physical Development: Reception Aged Children:</u> Revise and refine the fundamental movement skills they have already acquired: - rolling - - running - crawling - - hopping - walking - - skipping - jumping - - climbing 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. Develop overall body strength, balance, coordination and agility.</p> <p><u>ELG: Gross Motor Skills:</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p>	Master basic movements as well as developing balance, agility, and coordination.	Master basic movements as well as developing balance, agility, and coordination.	Develop flexibility, strength, technique, control, and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control, and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control, and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control, and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming	Progressive PE Areas																																									
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6																																	
	Statutory Curriculum Statements					Swim competently, confidently, and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based solutions.																																				
	Curriculum Skills					Perform safe self-rescue in different water-based situations. 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. <table><tr><td>Beginners</td><td>Intermediate</td><td>Advanced</td></tr><tr><td><ul style="list-style-type: none">Swim short distances unaided between 5 & 20 metres using one consistent stroke.Propel themselves over longer distances with the assistance of swimming aids.Move with more confidence in the water, including submerging themselves fully.Enter and exit the water independently.</td><td><ul style="list-style-type: none">Swim over greater distances, between 10 & 20 meters, with confidence in shallow water.Begin to use basic swimming techniques, including correct arm and leg action.Explore and use basic breathing patterns.Enter and exit the water in a variety of ways.Take part in problem-solving activities such as group floats and team challenges.</td><td><ul style="list-style-type: none">Bring control and fluency to at least two recognised strokes.Implement good breathing techniques to allow for smooth stroke patterns.Attempt personal survival techniques as an individual and group with success.Link lengths together with turns and attempt tumble turn in isolation and during a stroke.</td></tr></table> 				Beginners	Intermediate	Advanced	<ul style="list-style-type: none">Swim short distances unaided between 5 & 20 metres using one consistent stroke.Propel themselves over longer distances with the assistance of swimming aids.Move with more confidence in the water, including submerging themselves fully.Enter and exit the water independently.	<ul style="list-style-type: none">Swim over greater distances, between 10 & 20 meters, with confidence in shallow water.Begin to use basic swimming techniques, including correct arm and leg action.Explore and use basic breathing patterns.Enter and exit the water in a variety of ways.Take part in problem-solving activities such as group floats and team challenges.	<ul style="list-style-type: none">Bring control and fluency to at least two recognised strokes.Implement good breathing techniques to allow for smooth stroke patterns.Attempt personal survival techniques as an individual and group with success.Link lengths together with turns and attempt tumble turn in isolation and during a stroke.																											
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Outdoor and Adventurous Activity	Progressive PE Areas								
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
	NC Curriculum Statements					Take part in outdoor and adventurous activity challenges both individually and within a team.			
Curriculum Skills				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	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	Work with others to solve problems. • Describe their work and use different strategies to solve problems. • Lead others and be led • Differentiate between when a task is competitive and when it is collaborative.	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	Explore ways of communicating in a range of challenging activities. • Navigate and solve problems from memory. • Develop and use trust to complete the task and perform under pressure.	Use the 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
Outdoor and Adventurous PE Hub skills				Follow simple instructions. Recognise, remember, and match some symbols. Perform physically challenging actions. Follow a movement pattern with others. Take part in competitive races and work with a partner. Undertake simple speed stack arrangements.	Use equipment in unconventional ways. Build on speed stack skills. Compose a small group movement pattern. Participate in blindfold activities. Introduce the principle of map keys and use them.	Use non-verbal communication effectively. Develop further simple map reading skills. Respond to and resolve problems as a team. Participate in trust activities. Plan a route map	Recognise compass points. Use a compass. Follow a course. Work cooperatively with a partner to follow a map and solve problems. Recognise a range of standard map symbols. Evaluate their own success.	Use memory and recall skills. Work at maximum physical capacity, e.g., when running. Use control cards. Perform under pressure. Perform safely and with control. Classify and interpret simple morse code.	Follow and orient a map. Identify objects in a scavenger hunt. Perform complex group pyramid balances. Tie a reef knot. Design your own game using, refining, and adapting group ideas.

Key Vocabulary	Climb Hunt Explore Balance Reach	Climb Hunt Explore Balance Reach Teamwork Safety	Key Vocabulary/Items Follow me instructions Known spaces Follow a course Team work using symbols Handicapped races	Key Vocabulary/Items Sequence, problems, instructions, performance, personal, observing, up/down, down/up, right, map, groups	Key Vocabulary/Items Six's Search Secret Hunt Map treasure Blindfold Games Logo Drawing	Key Vocabulary/Items Hunt, search, find, follow, treasure, map, speed, value, skills, map, key, up/down, north	Key Vocabulary/Items Non-verbal communications Simple map reading Responding to problems as a group Trust activities Design a route map	Key Vocabulary/Items Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust	Key Vocabulary/Skills Recognising compass points Using a compass Following a course Common map symbols Sprint orienteering	Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success	Key Vocabulary/Items Memory and recall skills Collaborative reading Design a Mine Code Store Mine Code Create trust	Key Vocabulary/Items Challenge, plan Hunt, solve, team design, instructions, solving, orient, Mine code, decoder, individual, signal	Key Vocabulary/Items Follow and orient a map Identify objects in scavenger hunt Pyramid balances Tie a reef knot Game design	Key Vocabulary/Items Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, island, knot, orient
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Climb
Hunt
Explore
Balance
Reach

Key Vocabulary/Topics	
Follow set instructions/rules	Sequence, problems.
Match symbols	Instructions, perform, symbol.
Follows general	pyramid, stacking, up stack, down stack, shape, map.
Select equipment using symbols	request, put item, individual, group.
Handle speed stacks	

Key vocabulary/skills	
Sea Search	Read, search, find, explore
Speed Stack	Teamwork, space
Hoop Dance	Verbal, tactile
Blindfold Games	Maps, lay
Eyes Orientation	Equipment, variety

Key Vocabulary/Skills	
None verbal communication.	Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.
Simple map reading.	
Responding to problems as a group.	
Trust activities.	
Design a route map.	

Key Vocabulary/Skills	
Recognising compass points.	Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success.
Using a compass.	
Following a course.	
Common map symbols.	
Sprint orienteering.	

Key Vocabulary/Skills	
Memory and recall skills.	Challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decoder, individual, signal.
Collaborative working.	
Integrat Morse Code.	
Send Morse Code.	
Circle trust.	

Key Vocabulary/Skills	
Follow and orient a map.	Maps, diagrams, scale, symbols, orienteering.
Identify objects in scavenger hunt.	Pyramid balances, compass.
Pyramid balances.	challenges, design, instructions, extend, knot, orient.
Tie a reef knot.	
Game design.	

Sutton Road Overview:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	Unit 1 Body Management Unit 1 Speed Agility Travel	Unit 1 Cooperate & Solve Problems Unit 1 Dance	Unit 2 Dance Unit 1 Manipulation & Coordination	Unit 1 Gymnastics Unit 2 Cooperate & Solve Problems	Unit 2 Manipulation & Coordination Unit 2 Gymnastics	Unit 2 Speed Agility Travel Unit 2 Body Management
Year 1	Unit 1 Run Jump Throw Unit 1 Dance	Unit 2 Dance Unit 1 Send & Return	Unit 1 Gymnastics Unit 2 Run Jump Throw	OAA Year 1 Unit 1 Hit Catch Run	Unit 1 Attack Defend Shoot Unit 2 Gymnastics	Unit 2 Hit Catch Run Unit 2 Attack Defend Shoot
Year 2	Unit 1 Attack Defend Shoot Unit 1 Gymnastics	Unit 1 Dance Unit 1 Send & Return	Unit 2 Dance Unit 1 Hit Catch Run	OAA Year 2 Unit 2 Gymnastics	Unit 2 Attack Defend Shoot Unit 2 Hit Catch Run	Unit 2 Send & Return Unit 2 Run Jump Throw
Year 3	Unit 1 Dance Basketball Year 3	Unit 1 Gymnastics Handball Year 3	Unit 2 Dance Hockey Year 3	Unit 2 Gymnastics Rounders Year 3	OAA Year 3 Cricket Year 3	Tennis Year 3 Athletics Year 3
Year 4	Unit 1 Dance Handball Year 4	Unit 1 Gymnastics Basketball Year 4	Unit 2 Gymnastics Cricket Year 4	Tennis Year 4 Hockey Year 4	Unit 2 Dance Athletics Year 4	OAA Year 4 Rounders Year 4
Year 5	OAA Year 5 Rounders Year 5	Unit 1 Dance Athletics Year 5	Unit 2 Dance Basketball Year 5	Unit 1 Gymnastics Cricket Year 5	Unit 2 Gymnastics Tag Rugby Year 5	Badminton Year 5 Handball Year 5
Year 6	Badminton Year 6 Cricket Year 6	OAA Year 6 Handball Year 6	Unit 1 Gymnastics Tag Rugby Year 6	Unit 2 Dance Rounders Year 6	Unit 1 Gymnastics Athletics Year 6	Unit 2 Gymnastics Basketball Year 6

Holgate Overview:

