



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

PE Progression Overview

Progressive PE Areas

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Athletics	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. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping.</p>	<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.</p>	<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.</p>	<p>Use running, jumping, throwing, and catching in isolation.</p> <p>Develop strength, technique, control, and balance.</p>	<p>Use running, jumping, throwing, and catching in isolation.</p> <p>Develop strength, technique, control, and balance.</p>	<p>Use running, jumping, throwing, and catching in isolation.</p> <p>Develop strength, technique, control, and balance.</p>	<p>Use running, jumping, throwing, and catching in isolation.</p> <p>Develop strength, technique, control, and balance.</p>

Athletics	Curriculum Skills	<p>Experiences for F1 to ensure:</p> <p>Playing in outdoor and indoor spaces.</p> <p>Moving around a space safely.</p> <p>Moving in different ways</p>	<p>Begin to develop and practice moving in different ways including running and jumping.</p> <p>Develop some awareness of space and being able to look where they are going.</p> <p>Develop a good sense of hand eye coordination to begin to throw and catch objects.</p>	<p>Vary their pace and speed when running. Learn to understand the use of arm movements when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Sprint in a straight line.</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling.</p> <p>Perform and choose appropriate types of jumps to suit the activity: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances and obstacles.</p> <p>Understand the different types of throws push and pull. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance varying objects of size and weight.</p> <p>Perform learnt skills with increasing control. Compete against self and others.</p>	<p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with passing a relay baton and begin to discuss the parts of a race running a bend.</p> <p>Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance beginning to be conscious of body rotation and movement.</p> <p>Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>Learn how to combine a hop, step, and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Introduce and teach the hurdling position and discuss the use of stride whilst running and approaching hurdles.</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p>Learn and name the various muscles that are used within the areas of jumping and throwing</p>	<p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p>Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Develop an understanding that we need to build up our stamina for exercise through endurance exercises.</p>
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Athletics	IPEP / PE Unit Link to Athletics Planning Folder	<p>Experiences for F1 to ensure:</p> <p>Playing in outdoor and indoor spaces.</p> <p>Moving around a space safely.</p> <p>Moving in different ways</p>	<p>Fun with quoits and cones</p> <p>F2 Athletics Planning</p>	<p>Running and Jumping (Athletics)</p> <p>Y1 Athletics Planning</p>	<p>Movements (Athletics)</p> <p>Y2 Athletics Planning</p>	<p>Being an athlete (athletics)</p> <p>Y3 Athletics Planning</p>	<p>Record Breaking – Athletics</p> <p>Y4 Athletics Planning</p>	<p>Athletics - Olympic Training</p> <p>Y5 Athletics Planning</p>	<p>Going for Gold (Athletics)</p> <p>Y6 Athletics Planning</p>
	Key Vocab	<p>Subject specific:</p> <p>Run Jump Walk Hop Skip</p>	<p>Subject specific:</p> <p>Travelling catching throwing targets</p>	<p>Subject specific:</p> <p>Athletics, target, speed, take off, landing, underarm, obstacle, sprinting, protein, pace. Equipment: Hurdles, quoits,</p>	<p>Subject Specific:</p> <p>Distance, weight, height, fluency, javelin, technique, grip, stance, strike, power, accuracy, shot put Equipment: Tee, javelin, shot put, cricket ball, medicine ball, basketball, rounders bat</p>	<p>Subject Specific:</p> <p>Rotation, relay, estimating, exchange, shuffle run up, femur, cranium. Equipment: Relay baton, trundle wheel, metre stick</p>	<p>Subject Specific:</p> <p>Muscles, propel, long jump, high jump, bicep, triceps, calf, quadriceps, abdominals, hamstrings. Momentum, hitch kick, stride jump.</p>	<p>Subject Specific:</p> <p>Muscles, propel, long jump, high jump, bicep, triceps, calf, quadriceps, abdominals, hamstrings. Crouching start accelerate</p>	<p>Subject Specific:</p> <p>Stamina, endurance, aerobic capacity, high intensity, sustain.</p>

Progressive PE Areas

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Dance	Statutory Curriculum Statements	<p>Physical Development: <u>Birth to three:</u> 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: <u>Birth to three:</u> Move and dance to music. 3- and 4-Year-Olds: Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Physical Development: <u>Reception Aged Children:</u> 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: <u>Reception Aged Children:</u> 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>	<p>Perform dances using simple movement patterns.</p>	<p>Perform dances using simple movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

Dance	Curriculum Skills	Begin to move in different ways	Copy and try to repeat actions shown to create movement and shapes with dynamics. Begin to perform and show learned moves with some control	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon, and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon, and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression Individually and within paired and group work. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs including confrontation and attitude. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques, and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g., using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements and discuss the effectiveness of their ideas and the dynamics of their performance.

Dance	IPEP / PE Units <u>Planning Folder</u>	<p>Experiences for F1 to ensure:</p> <p>Dancing to music</p> <p>Moving to music</p> <p>Watching and copying different dancing</p>	<p>Dance the UK Weather (Dance) <u>Dance the UK Planning</u></p> <p>Dance animal minibeasts (Dance) <u>Dance Animals Planning</u></p>	<p>Dance- Fictional Characters <u>Dance Fictional Characters Planning</u></p> <p>Dance – Animals Jungle <u>Dance Animals Planning</u></p>	<p>Dance Fictional characters pirates (Dance) <u>Dance Fictional Characters Planning</u></p> <p>Dance traditional dances (Dance) <u>Dance Traditional Dances Planning</u></p> <p>Animals -Dangerous (Dance) <u>Dance Dangers Animals Planning</u></p>	<p>Bollywood -Dance <u>Dance Bollywood Planning</u></p> <p>Dance - Magnets <u>Dance Magnets Planning</u></p> <p>Dance -Ancient Egypt <u>Dance Ancient Egypt Planning</u></p>	<p>Dance – Romans <u>Dance Romans Planning</u></p> <p>Dance - Charleston <u>Dance Charleston Planning</u></p> <p>Dance - Electricity <u>Dance Electricity Planning</u></p>	<p>Dance – Victorians <u>Dance the Victorians Planning</u></p> <p>Dance - Shape <u>Dance Space Planning</u></p> <p>Dance - Rock and Roll <u>Dance Rock and Roll Planning</u></p>	<p>Dance - Materials <u>Dance Materials Planning</u></p> <p>Dance - WW2 <u>Dance WW2 Planning</u></p> <p>Street Dance <u>Dance Street Dance Planning</u></p>
	Key Vocabulary	Dance, move, wiggle	Movements shapes crawling	Travel, jump, link, balance, canon, duet, trio, energy, perform	Repeat, Folk Dance, quartet, choreograph, formation	Gesture, stillness, unison, Bollywood, India, limbs, yoga, poses	Charleston, mirroring, flappers, expressions, flexed, over-the-top	Rock & Roll, hand-jive, flicks, lifts, contact work choreography improvisations	Street Dance, top rock, sliders, helicopter, confrontation, attitude, direction, formation

		Progressive PE Areas							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
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. 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. 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. 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>Begin to play alongside and with others.</p> <p>Take turns in passing and playing with others.</p>	<p>Explore a variety of different sized balls and think of their movements around a space with a focus on spatial awareness and rolling a ball with correct technique.</p> <p>Children should develop independence to try out skills.</p> <p>Understand how to take turns during games.</p> <p>Beginning throwing/rolling underarm in a set direction</p>	<p>Use hitting skills in a game. Practise basic striking, sending, and receiving.</p> <p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p> <p>Pass the ball to another player in a game. Use kicking skills in a game.</p> <p>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p>Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender.</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p>Watch and describe performances. Begin to say how they could improve</p>	<p>Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p> <p>Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions, or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p>Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p> <p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g., high, low, fast, or slow). Develop a safe and effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p>	<p>Demonstrate an understanding of the importance of a warmup.</p> <p>Use a bat, racquet, or stick (hockey) or hand to hit a tennis ball or volleyball with accuracy and control.</p> <p>Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy, and success in a game situation.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics they use in a game. Adapt rules to alter games.</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.</p> <p>Consolidate different ways of throwing and catching and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success. Use ball skills in various ways and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.</p> <p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Choose and use criteria to evaluate own and others' performance. Explain why they have used skills or techniques, and the effect they have had on their performance.</p>	<p>Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve to start a game.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g., passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p>

Games (Competitive)	IPEP / PE Units Planning unit	<p>Experiences for F1 to ensure: Playing with a variety of equipment including but not limited to, bats, Balls, hoops, quoits, beanbags.</p> <p>Take turns when playing with others.</p>	<p>Ball Skills at the zoo (invasion games) Ball Skills Planning</p> <p>Turn taking on holiday (strike and field) Take Turns on Holiday Planning</p> <p>Bat and Balls at the Circus (net games) Bat and Ball Planning</p> <p>Beanbag games (invasion games) Beanbag Games Planning</p>	<p>Balance and Control - (striking Net games) Balance and Control Planning</p> <p>Throwing and catching invasion (Games) Throwing and Catching Planning</p> <p>Ball control (Invasion) Ball Control Planning</p> <p>Partner Games (striking and fielding) Partner Games Planning</p>	<p>Kicking and Dribbling (invasion games) Kicking and Dribbling Planning</p> <p>Sending and Receiving (invasion games) Sending and Receiving Planning</p> <p>Kicking and Dribbling (Invasion games) Kicking and Dribbling Planning</p>	<p>Dribbling to Invade – Invasion Hockey and Football Dribbling to Invade Planning</p> <p>Striking and Exploring (Tennis/Rounders) Striking and Exploring Planning</p> <p>Over the net – net games Over the Net Planning</p> <p>Passing for Possession – Basketball Passing for Possession Planning</p>	<p>Dribbling, Teamwork and Movement – Invasion (hockey and Football) Dribbling, movement, and Teamwork Planning</p> <p>Net Games – Returning (Tennis and Volleyball) Returning Net Games Planning</p> <p>Passing and Moving = invasion netball and basketball Passing and Moving Planning</p> <p>Fielding Strike and Field Fielding Planning</p>	<p>Rules and Concepts – Football and Netball Rules and Concepts Planning</p> <p>Accuracy and Rallies – Net Games Accuracy and Rallies Planning</p> <p>Exploring striking and fielding Exploring Striking and Fielding Planning</p> <p>Invasion in a team – Hockey and ball skills Invasion in a Team Planning</p>	<p>Invasion to Score – Hockey and Football Invasion to Score Planning</p> <p>Rounders Rounders Planning</p> <p>Net Games Net Games for Points Planning</p> <p>Invasion Competitive basketball and Netball (Games) invasion - Competitive Planning</p>
	Key Vocab	<p>Play Game Turns Sharing Rules</p>	<p>Throwing rolling passing space</p>	<p>Invasion Games: Agility, run, jump, hop, skip, balance, static, dynamic, coordination, catch, strike, dribble, kick, travelling, direction, space, receiving, aiming, releasing, following through, control.</p> <p>Net Games: Sending, receiving, aim, strike, balance, control, space, target, set, volleyball, repeat, underarm, swing, clean contact, hand grip.</p>	<p>Invasion Games: Stronger, weaker, dribble. Attacking, defending, tactics, football, hockey, power</p> <p>Striking and fielding: Agility, coordination, special awareness, fielding, striking, rounders, cricket.</p>	<p>Invasion Games: Basketball, technique, passing, receiving, scanning, dominant, possession, heart rate.</p> <p>Net Games Tennis, badminton, volleyball, serve, forehand, technique, dropping it, position, stance, territory, defending</p>	<p>Invasion Games: Warm-up, cool-down, pivot, context, space, chest pass, bounce pass, shoulder pass, intercept</p> <p>Striking and fielding: Accuracy, overarm, fielding, intercept, position, blocking</p>	<p>Invasion Games: Opponent, mark, rules, facilitate, adapt, spatial awareness.</p> <p>Net Games Tennis, badminton, volleyball, serve, forehand, technique, dropping it, position, stance, territory</p>	<p>Invasion Games: Impact, score, strike, defensive unit, organising, set area, observing, monitoring, accuracy, fluency.</p> <p>Striking and Fielding: Collaborative, retrieve, intercept, cover space, shield bases, ready position</p>

Progressive PE Areas

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Gymnastics	Statutory Curriculum Statements	<p>Physical Development: Birth to three: 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>3- and 4-Year-Olds: 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>Physical Development: Reception Aged Children: 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>ELG: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p>	<p>Master basic movements as well as developing balance, agility, and coordination.</p>	<p>Master basic movements as well as developing balance, agility, and coordination.</p>	<p>Develop flexibility, strength, technique, control, and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control, and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control, and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control, and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

Gymnastics Curriculum Skills	<p>Balance on one leg</p> <p>Begin to stand still in difference positions.</p> <p>Travel and stop.</p> <p>Explore the space around them</p>	<p>Perform simple balances on one foot alternating between each foot.</p> <p>Learn types of balances including star and straight balances.</p> <p>Develop ways in which to travel including jumping, rolling (egg and pencil)</p> <p>Encourage children to be creative to explore balances and create their own</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p> <p>Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy's bear roll (controlled)</p> <p>Straight jump, Tuck jump, - - Tiptoe, step, jump and hop Hopscotch Skipping Galloping</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p>	<p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.</p> <p>Teddy bear roll (controlled) Rocking for forward roll and Crouched forward roll.</p> <p>Straight jump, Tuck jump Jumping jack, Half turn jump, Cat spring, Cat spring to straddle.</p> <p>Tiptoe, step, jump and hop Hopscotch, Skipping, Galloping, Straight jump half-turn.</p> <p>Standing balances, Kneeling balances, Large body part balances, Balances on apparatus,</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed, or level. Develop the quality of their actions, shapes, and balances. Move with coordination, control, and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences.</p> <p>Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.</p> <p>Straight jump, Tuck jump, jumping jack, Star jump, Straddle jump, Pike jump, Straight jump half-turn, Cat leap.</p> <p>Large and small body part balances, including standing and kneeling balances, Balances on apparatus,</p> <p>Matching and contrasting partner balances, Pike, tuck, star, straight, straddle shapes, Front, and back support</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>Create a sequence of actions that fit a theme. Use an increasing range of actions, directions, and levels in their sequences.</p> <p>Move with clarity, fluency, and expression. Show changes of direction, speed, and level during a performance. Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances. Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing, and using equipment. Develop strength, technique, and flexibility throughout performances.</p> <p>Tiptoe, step, jump and hop Hopscotch, Skipping, Chassis steps, Straight jump half turn, Straight jump full turn, Cat leap, Cat leap half turn, Pivot.</p> <p>1, 2, 3 and 4- point balances, Balances with and against a partner, Pike, tuck, star, straight, straddle shapes, Front, and back support</p> <p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p>	<p>Select ideas to compose specific sequences of movements, shapes, and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes, and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique, and flexibility throughout performances. Combine equipment with movement to create sequences.</p> <p>Tiptoe, step, jump and hop Hopscotch, Skipping, Chassis steps, Straight jump half turn, Straight jump full turn, Cat leap, Cat leap half turn, Pivot.</p> <p>1, 2, 3 and 4- point balances, balances on apparatus, Part body weight partner balances, Pike, tuck, star, straight, straddle shapes, Front, and back support</p> <p>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting, and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes, and balances. Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control. Develop strength, technique, and flexibility throughout performances.</p> <p>1, 2, 3 and 4- point balances, balances on apparatus,</p> <p>Develop technique, control and complexity of part-weight partner balances, Group formations Pike, tuck, star, straight, straddle shapes, Front, and back support.</p> <p>Link actions to create a complex sequence using a full range of movement that showcases different agility skills including cartwheels, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances and evaluate these.</p>
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Gymnastics	IPEP / PE Units Planning unit	<p>Experiences for F1 to ensure: Children exploring the different ways that their body can move safely.</p> <p>Children to explore balancing in different ways.</p>	<p>Gym Balance (Gymnastics) Balance Planning F2</p> <p>Jumping and Balancing (Gymnastics) Jumping and Balancing Planning F2</p> <p>Gym Stretching shapes (Gymnastics) Stretching Shapes F2 Planning</p>	<p>Position and direction (Gymnastics) Position and Direction Planning Y1</p> <p>Gym Balance and agility (Gymnastics) Balance and Agility Planning Y1</p> <p>Gym jump into the past (gymnastics) Jump Planning Y1</p>	<p>Gym 2d and 3d shapes 2D and 3D Shapes Planning Y2</p> <p>Balance and coordination (Gymnastics) Balance and Coordination Planning Y2</p> <p>Gym Famous people (Gymnastics) Gym Planning Y2</p>	<p>Gym - Symmetrical Shapes Symmetrical Shapes Planning Y3</p> <p>Gym - Travelling Romans Travelling Planning Y3</p> <p>Splashing Rivers Jumping Planning Y3</p>	<p>Gym – Perfecting sequencing ‘The Water Cycle’ Perfecting Sequencing Planning Y4</p> <p>Gym - What’s my direction? Gym Planning Y4</p> <p>Gymnastics – The Symmetrical Stone Age Gym Symmetry Planning Y4</p>	<p>Gym - Viking Balance Balance Planning Y5</p> <p>Gym - Abstract Angles Abstract Angles Planning Y5</p> <p>Travelling and Turning Earthquakes Travelling and Turning Planning Y5</p>	<p>Gym Perfecting in which quadrant? Gym Planning Y6</p> <p>Gym - Complex Sequences – Mountains Complex Sequences Planning Y6</p> <p>Gym - WW2 Gym Travelling Planning Y6</p>
	Key Vocabulary	<p>Balance Hold Move</p>	<p>Star balance straight balance outstretched</p>	<p>Space, travel, monkey walk, caterpillar walk, crab walk, control, soldier crawl, sequence, evaluate, balance, agility. Equipment: Landing mats, hoops, agility tables.</p>	<p>Coordination, speed, direction, body awareness, teddy bear roll, pencil roll, happy cat, angry cat, pace,</p>	<p>Symmetry, strength, pushing, pulling, stationary, extend, tuck/star/straddle/pike jump, flexibility. Equipment: Apparatus, climbing frame. unison</p>	<p>Rhythmic Gymnastics, accelerate, decelerate, body tension. Egg roll, transition, stride. Equipment: Balance beam canon</p>	<p>Front/back support, collaboratively, scorpion position,</p>	<p>Handstand, flight, asymmetrical, element, headstand, cartwheel</p>

		Progressive PE Areas								
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	
Swimming	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.			
	Key Vocabulary						Front crawl, back stroke, breaststroke, water safety, life saving			

		Progressive PE Areas							
		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Outdoor and Adventurous Activity	NC Curriculum Statements					Take part in outdoor and adventurous activity challenges both individually and within a team.			
	Curriculum Skills		<p>Develop fundamental movement skills.</p> <p>To work within a small group.</p> <p>Participate in cooperative physical activities.</p> <p>Participate in competitive physical activities.</p> <p>Develop simple tactics.</p>	<p>Develop more complex fundamental movement skills.</p> <p>To work collaboratively within a group.</p> <p>To develop thinking and creativity.</p> <p>To develop decision making in games.</p> <p>To be able to work independently.</p>	<p>To continually develop fundamental skills.</p> <p>To take part in competitive activities.</p> <p>To begin to work as a team.</p> <p>To further develop thinking and creativity.</p> <p>To create different rules for games.</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Communicate with others. -Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p> <p>Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.</p> <p>Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.</p> <p>Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.</p> <p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities. Choose the best equipment for an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.</p> <p>Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.</p> <p>Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering event for others to compete in.</p> <p>Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

Outdoor and Adventurous	IPEP / PE Units <u>Outdoor Adventures Planning</u>	Forest Schools	Fun games with friends (outdoor adventure)	Creative play outdoor adventure (Outdoor adventure) <u>Creative Play Y1 Planning</u>	Rulemaking (outdoor Adventure) <u>Rule Making Y2 Planning</u>	Outdoor adventure thinking out loud. <u>Thinking Out Loud Y3 Planning</u>	Outdoor Adventure – Decisions <u>Decisions Y4 Planning</u>	Leadership (Outdoor Adventure) <u>Leadership Y5 Planning</u>	Finding Success – Outdoor Adventure <u>Finding Success Y6 Planning</u>
	Key Vocabulary	Climb Hunt Explore Balance Reach	Climb Hunt Explore Balance Reach Teamwork Safety	balance, counterbalance, timing, spotting, decision making.	Rules, demonstrating, instructing, competition.	Map reading, trust, problem-solving, symbols, retrace, self-confidence.	Orienteering, course, overhand knot.	Knots, loop course, topographic map, countryside, leader, reef knot, survival	Verbal, non-verbal

Overview of IPEP / NC Units – EYFS / KS1

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year group	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
Foundation stage 1												
Foundation stage 2 Yearly planning	Gym Balance (Gymnastics) Balance Planning F2	Fun with Quoits and cones (athletics) F2 Athletics Planning	Dance (fictional character) Dance Fictional Characters Planning	Ball Skills at the circus (net games) Bat and Ball Planning	Jumping and Balancing (Gymnastics) Jumping and Balancing Planning F2	Turn taking on holiday (strike and field) Take Turns on Holiday Planning	Ball skills at the zoo (invasion games) Ball Skills Planning	Gym Stretching shapes (Gymnastics) Stretching Shapes F2 Planning	Dance the UK Weather (Dance) Dance the UK Planning	Fun games with friends (outdoor adventure)	Dance animal minibests (Dance) Dance Animals Planning	Beanbag games (invasion games) Beanbag Games Planning
Year 1 Yearly planning	Dance-Fictional Characters Dance Fictional Characters Planning	Running and Jumping (Athletics) Y1 Athletics Planning	Position and direction (Gymnastics) Position and Direction Planning Y1	Partner Games (striking and fielding) Partner Games Planning	Gym Balance and agility (Gymnastics) Balance and Agility Planning Y1	Ball control (Invasion) Ball Control Planning	Dance – Animals Jungle Dance Animals Planning	Throwing and catching invasion (Games) Throwing and Catching Planning	Running and Jumping (Athletics) Y1 Athletics Planning	Balance and Control - (striking Net games) Balance and Control Planning	Gym jump into the past (gymnastics) Jump Planning Y1	Creative play outdoor adventure (Outdoor adventure) Creative Play Y1 Planning
Year 2 Yearly Planning	Dance Fictional characters pirates (Dance) Dance Fictional Characters Planning	Striking for accuracy (net games) Striking for Accuracy Planning	Gym Famous people (Gymnastics) Gym Planning Y2	Kicking and Dribbling (invasion games) Kicking and Dribbling Planning	Balance and coordination (Gymnastics) Balance and Coordination Planning Y2	Sending and Receiving (invasion games) Sending and Receiving Planning	Dance traditional dances (Dance) Dance Traditional Dances Planning	Kicking and Dribbling (invasion games) Kicking and Dribbling Planning	Animals - Dangerous (Dance) Dance Dangers Animals Planning	Movements (Athletics) Y2 Athletics Planning	Gym 2d and 3d shapes 2D and 3D Shapes Planning Y2	Rulemaking (outdoor Adventure) Rule Making Y2 Planning

Overview of IPEP / NC Units – KS2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year group	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
Year 3 Yearly planning	Bollywood - Dance Dance Bollywood Planning	Passing for Possession – Basketball Passing for Possession Planning	Splashing Rivers Jumping Planning Y3	Outdoor adventure thinking out loud. Thinking Out Loud Y3 Planning	Gym - Travelling Romans Travelling Planning Y3	Over the net – net games Over the Net Planning	Dance - Ancient Egypt Dance Ancient Egypt Planning	Being an athlete (athletics) Y3 Athletics Planning	Gym - Symmetrical Shapes Symmetrical Shapes Planning Y3	Striking and Exploring (Tennis/Rounders) Striking and Exploring Planning	Dance - Magnets Dance Magnets Planning	Dribbling to Invade – Invasion Hockey and Football Dribbling to Invade Planning
Year 4 Yearly planning	Gymnastics – The Symmetrical Stone Age Gym Symmetry Planning Y4	Dribbling, Teamwork and Movement – Invasion (hockey and Football) Dribbling, movement, and Teamwork Planning	Dance – Romans Dance Romans Planning	Net Games – Returning (Tennis and Volleyball) Returning Net Games Planning	Gym - What's my direction? Gym Planning Y4	Outdoor Adventure – Decisions Decisions Y4 Planning	Gym – Perfecting sequencing 'The Water Cycle' Perfecting Sequencing Planning Y4	Record Breaking – Athletics Y4 Athletics Planning	Dance - Charleston Dance Charleston Planning	Passing and Moving = invasion netball and basketball Passing and Moving Planning	Dance - Electricity Dance Electricity Planning	Fielding Strike and Field Fielding Planning
Year 5 Yearly planning	Travelling and Turning Earthquakes Travelling and Turning Planning Y5	Leadership (Outdoor Adventure) Leadership Y5 Planning	Dance - Rock and Roll Dance Rock and Roll Planning	Invasion in a team – Hockey and ball skills Invasion in a Team Planning	Gym - Abstract Angles Abstract Angles Planning Y5	Athletics - Olympic Training Y5 Athletics Planning	Dance – Victorians Dance the Victorians Planning	Exploring striking and fielding Exploring Striking and Fielding Planning	Dance – Shape Dance Space Planning	Accuracy and Rallies – Net Games Accuracy and Rallies Planning	Gym - Viking Balance Balance Planning Y5	Rules and Concepts – Football and Netball Rules and Concepts Planning
Year 6 Yearly Planning	Street Dance Dance Street Dance Planning	Going for Gold (Athletics) Y6 Athletics Planning	Gym - WW2 Gym Travelling Planning Y6	Invasion to Score – Hockey and Football Invasion to Score Planning	Gym - Complex Sequences – Mountains Complex Sequences Planning Y6	Net Games Net Games for Points Planning	Dance - Materials Dance Materials Planning	Finding Success – Outdoor Adventure Finding Success Y6 Planning	Gym Perfecting in which quadrant? Gym Planning Y6	Invasion Competitive basketball and Netball (Games) invasion - Competitive Planning	Dance - WW2 Dance WW2 Planning	Rounders Rounders Planning