



*Fairway Primary
School*

PE Long Term Planning

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≈ *Responsible* ≈ *Ambitious* ≈ *Individual* ≈ *Explorers* ≈

EXPLORE ---KNOW---COMMUNICATE

CONCEPTS

Healthy & Active Lifestyles

Healthy and Active living focuses on eating healthy foods, staying physically active, and getting enough rest. At Fairway we aim to develop healthy habits from Nursery to year 6 through eating well, being physically active and take care of their mental health so they continue to grow and learn in a safe environment. This in turn would ensure a growth in a child's confidence and an understanding of limitations and rules.

Performance

Using physical competence and knowledge to gain a better understanding of physical activity.

These include:

- Technique: Skill, ability, capability, proficiency, expertise, style
- Performance: conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining
- Spatial awareness: awareness, understanding of self and objects within a space, changes in position
- Physical literacy: performing with confidence, performing actions accurately
- Rules: regulation, directions, commands, guidelines, safety, referee, decision making

Creativity

Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

These include:

- Applying tactics: strategy, games, planning, sequencing, creating
- Competition: rivalry, contesting, opposition, match, game, round, heat, event
- Co-operation: collaboration, working together, combined effort, teamwork, partnership, coordination
- Communication: instructions, discussion, interaction, encouragement, clarity

Personal Challenge

Being able to improve on your own performance. This includes showing:

- Respect (Respect for inclusion, diversity and the rules of the game)
- Self-discipline (regulate own emotions)
- Participation (Confidence and a positive mental attitude towards partaking within a range of physical activities)

Team work

A sense of fair play and strong teamwork are essential for successful involvement in sport. They support the development of tolerance, respect, integrity and care. Demonstrating fair play and teamwork create a sense of hope, pride and identity. It is important to develop good communication skills and understand the strength of others.

SUBJECT CONTENT EYFS

- 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.

SUBJECT CONTENT KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

SUBJECT CONTENT KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. (At Fairway Primary School we have allocated swimming in Year 4 &5)

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

NURSERY

PHYSICAL SKILLS (Taught throughout the year)

- Create games outdoors.
- Develop core strength, stability, balance, spatial awareness, co-ordination and agility.
- Understand how to develop healthy bodies and social and emotional well-being.

NURSERY					
AUTUMN		SPRING		SUMMER	
Topic	Unit of Study	Topic	Unit of Study	Topic	Unit of Study
BELONGING	• Fit myself into spaces like tunnels, dens and large boxes • Build independently with a range of appropriate resources • Move by walking and running • Beginning to jump, climb and scoot by pushing feet • Squat and raise to a standing position	HOW WILL WE GET THERE?	• sit in a balanced position • Show control through continual practice of large movements such as waving, kicking, rolling, crawling and walking • Spin and roll independently • Starting to kick, throw and catch large balls	INTO THE GARDEN WE GO!	• sit in a balanced position • Show control through continual practice of large movements such as waving, kicking, rolling, crawling and walking • Spin and roll independently • Starting to kick, throw and catch large balls
VOCABULARY	Walk Jump Crawl Fast Slow Squat	VOCABULARY	Balance Wave Kick Crawl Walk Spin Roll Kick Throw catch	VOCABULARY	Balance Wave Kick Crawl Walk Spin Roll Kick Throw catch
SEARCH FOR A HERO	• sit in a balanced position • Show control through continual practice of large movements such as waving, kicking, rolling, crawling and walking • Spin and roll independently • Starting to kick, throw and catch large balls	TRADITIONAL TALES	• sit in a balanced position • Show control through continual practice of large movements such as waving, kicking, rolling, crawling and walking • Spin and roll independently • Starting to kick, throw and catch large balls	WHERE IN THE WORLD?	• sit in a balanced position • Show control through continual practice of large movements such as waving, kicking, rolling, crawling and walking • Spin and roll independently • Starting to kick, throw and catch large balls
VOCABULARY	Balance Wave Kick Crawl Walk Spin Roll Kick Throw catch	VOCABULARY	Balance Wave Kick Crawl Walk Spin Roll Kick Throw catch	VOCABULARY	Balance Wave Kick Crawl Walk Spin Roll Kick Throw catch

RECEPTION

PHYSICAL SKILLS (Taught throughout the year)

- Create games outdoors.
- Develop core strength, stability, balance, spatial awareness, co-ordination and agility.
- Understand how to develop healthy bodies and social and emotional well-being.

RECEPTION					
AUTUMN		SPRING		SUMMER	
Topic	Unit of Study	Topic	Unit of Study	Topic	Unit of Study
BELONGING	• Run and begin to travel and move with more speed, developing control and grace • Stop or attempt to avoid obstacles when running • Balance, carry, jump, aim, throw and catch using equipment such as bean bags • Begin to use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	HOW WILL WE GET THERE?	• Use physical skills like lifting, carrying, pushing, pulling, constructing, stacking, and climbing. • Quickly change speed and direction. • Balance, carry, jump, aim, throw and catch using quoits and hoops • Combine different movements with ease and fluency (dance) • Use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	INTO THE GARDEN WE GO!	• Confidently and safely use a range of small and large apparatus inside and outside, alone and in a group. • Run fast and stop on request
VOCABULARY	Speed Control Obstacle Avoid Posture Balance Jump Throw Catch core	VOCABULARY	Lifting Carrying Pushing Pulling Constructing Stacking Climbing Speed Direction fluency	VOCABULARY	Apparatus Strength Balance Coordination
SEARCH FOR A HERO	• Explore and develop confidence in different ways of moving e.g. slithering, rolling, skipping, hopping and sliding • Travel and balance on different points of my body with more control • Complete different types of rolls e.g. egg roll, rock and roll	TRADITIONAL TALES	• Balance, carry, jump, aim, throw and catch using bats, balls and ropes • Travel safely in a variety of ways and with control on different body parts, showing awareness of differing speeds and levels • Move safely between floor and apparatus work	WHERE IN THE WORLD?	• 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.
VOCABULARY	Slithering Rolling Skipping hopping sliding egg roll rock and roll	VOCABULARY	Aim Throw Bat Speed level	VOCABULARY	Strength Balance Coordination

YEAR 1

CONCEPTS	GAMES	GYMNASTICS
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge
	DANCE	ATHLETICS
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS
	Pupils should be taught to: - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending	Pupils should be taught to: master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities
	DANCE	ATHLETICS
	Pupils should be taught to: - master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities - perform dances using simple movement patterns.	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

VOCABULARY	GAMES	GYMNASTICS
	Running Jumping Rolling Striking Throwing Bouncing Catching Space Opposite team Speed Direction Passing Controlling Shooting Scoring Co-ordination Participate Health and fitness – warm up/ c	stretch balance tension zig-zag travelling jumping climbing repeat sequence space perform adapt direction speed levels Shapes - Pike Star Straddle Straight Tuck Landing Health and fitness – warm up/ cool down
	DANCE	ATHLETICS
	Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag Rhythm Co-ordination Pattern Stimulus Copy Health and fitness – warm up/ cool down	Competition Distance Jumping Measuring Personal best Races Running Speed Throwing

PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Ball Skills & Games	Unit 2 Throwing & Catching- Aiming Games	Unit 3 Bat/ Ball skills & Games - Skipping	Unit 4 Developing Partner work
	- To know and show different ways of using a ball. - To understand how to use apparatus for its intended purpose. - To observe, copy and play games as an individual and in pairs. - To move safely and actively about the space.	- To throw and catch using a range of apparatus. - To understand the concept of aiming games. - To know how to change rules to make the game harder. - To move safely and actively about the space.	- To steer and send a ball safely in different directions using a bat. - To skip with a rope. - To change the rules of the game to make it better or more challenging. - To understand the importance of rules when playing with a bat.	- To play running games and use apparatus safely. - To use and develop their sending, receiving and travelling with skills in games with a partner. - To be able to observe and describe another child's activity
	ATHLETICS			
	Unit 1		Unit 2	
	- To be able to do basic jumps and show simple combinations. - To be able to move at different speeds with some control. - To be able to throw underarm and a basic two handed push throw. - To be able to identify some ways of travelling, jumping and throwing.		- To be able to do basic jumps and show simple combinations with a partner. - To be able to move at different speeds and change direction with a pivot action. - To be able to throw overarm showing increasing accuracy. - To be able to recognise what they have to do to improve their performance	

PHYSICAL EDUCATION SKILLS	GYMNASTICS	
	Unit 1	Unit 2
	- Copy and perform Gymnastics shapes on mats and then on a variety of equipment. - Perform a variety of travelling movements across mats and benches. - Perform a variety of balances on large and small body parts on a variety of equipment. - Perform a straight jump on mats, with a partner and off a bench. - Copy and perform a sequence to include a travelling movement balance and jump on mats. - Perform a variety of different rolls on mats.	- Copy and perform a sequence to include, travelling movements, balances, jumps and rolls on benches. - Bare weight through my hands for a short period of time with my feet elevated (progressions for the handstand) - Bare weight through my hands for a short period of time with my feet elevated (progressions for the cartwheel) - Use the climbing frame to perform Gymnastics Bar movements and improve my upper body strength. - Perform progressions for the Vaults; squat on and straddle on. - Perform all Gymnastics movements I have learnt so far on a variety of equipment.
	DANCE	
	Unit 1	Unit 2

	- To respond to a range of stimuli. - To make rounded and spiky shapes with their bodies and create different patterns in the air and on the floor. - To choose appropriate movements to express a dance idea. - To perform simple rhythmic patterns and repeat them in different formations. - To work alone with guidance to create movement ideas in response to a story or repeated rhythm. - To select movements from those they practice to create a dance. - To observe each other and themselves.	- To explore in response to a range of stimuli. - To use a variety of basic actions to create a dance. - To communicate mood, feelings and ideas through dance. - To perform basic actions of travelling, jumping, turning, gesture and shape. - To choose appropriate dance actions and phrases to convey the meaning of the story. - To vary speed, direction and pathways. - To perform actions on different pathways and in different formations. - To observe one another and talk about their dances using appropriate language.
YEAR 2		

CONCEPTS	GAMES	GYMNASTICS
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge
	DANCE	ATHLETICS
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS
	Pupils should be taught to: - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending	Pupils should be taught to: master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities
	DANCE	ATHLETICS
	Pupils should be taught to: - master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities - perform dances using simple movement patterns.	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

VOCABULARY	GAMES	GYMNASTICS
	Avoiding Accuracy Tracking a ball Rolling Striking Overarm throw Chest pass Bounce pass Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring Participate Co-ordination Technique Combinations Rules Tactics Health and fitness – warm up/ cool down	Speed Compose Movements Position Extend Travel Combinations Demonstrate Repeat Create Stretch Point Balance Level Tension Smooth Sequence Shapes – pike, star, straddle, top to toe, tuck Health and fitness – warm up/ cool down
	DANCE	ATHLETICS

Movement Control Speed Level Sequence Unison Cannon Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag Rhythm Co-ordination Pattern Stimulus Health and fitness – warm up/ cool down	Competition Distance Jumping Measuring Personal best Races Running Speed Throwing
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PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Throwing & Catching Inventing Games	Unit 2 Making up a game	Unit 3 Dribbling, Kicking & Hitting	Unit 4 Group Games & Inventing Rules
	• To throw, catch and bounce in different ways when standing still or on the move. • To choose and apply skills to make up games. • To develop simple strategies for extending their skills. • To describe their games and teach it to a partner.	• To remember, repeat and link combinations of skills in a game. • To improve the co-ordination, control and consistency of their actions. • To use and vary simple tactics. • To observe, play and improve another person's game.	• To develop new skills relevant to specific games. • To know and apply basic tactics and strategies for attacking play. • To work co-operatively with another person in a team. • To observe and select information to evaluate their own and others' work.	• To develop and extend their sending and receiving skills. • To know rules for a game. • To develop simple group tactics. • To move actively and safely about the space and in teams.
	ATHLETICS			
	Unit 1		Unit 2	
	• To be able to use various take-offs and landings to jump for height and distance. • To practice running to create an even pace. • To be able to throw underarm with increased accuracy and distance. • To be able to watch a partner and describe what they are doing.		• To be able to use various take-offs and landings and combine some of them into patterns of jumping. • To know the difference between running at speed and jogging to be able to maintain a steady rhythm. • To be able to throw with increasing accuracy using a variety of games equipment. • Use different techniques for running, jumping and throwing.	

PHYSICAL EDUCATION SKILLS	GYMNASTICS	
	Unit 1	Unit 2
	• Perform a sequence of travelling movements on mats and benches. • Perform a variety of balances on mats and a variety of equipment. • Perform the straight jump and star jump on mats and off benches. • Create and perform a sequence on a bench to include a travelling movement, balance and jump. • Perform a variety of rolls on mats. • Create and perform a sequence on mats to include, rolls, travelling movements, jumps and balances.	• Bare weight through my hands for a short period of time with my feet elevated (progressions for the handstand) • Bare weight through my hands for a short period of time with my feet elevated (progressions for the cartwheel) • Perform the squat on and straddle on Vaults on benches. • Create and perform a sequence on mats to include all the gymnastics movements I have learnt so far. • Use the climbing frame to perform Gymnastics Bar movements and improve my upper body strength. • Perform all Gymnastics movements I have learnt so far on a variety of equipment.
	DANCE	
	Unit 1	Unit 2
	• Use different levels, directions and speeds. • Touch, feel, listen to different stimuli in order to share language, ideas, images and initial movement responses. • Improvise an idea – display an immediate response. • Choose appropriate movements to convey the dance idea. • Understand and perform simple basic travelling skills on feet. • Use change of direction. • Work cooperatively in pairs to create a dance. • Understand and show the difference between 'sad and happy' movements. • Recognise that dance is active and that changes occur in their bodies.	• Response to a different type of stimuli – flash cards. • Use their understanding of the basic dance skills to select appropriate ones for the dance idea. • Work co-operatively in pairs or small groups. • Change and vary actions. • Look critically at their own and others work to recognise what is good and what can be improved. • Copy and perform simple movements/rhythmic patterns. • Understand that dance plays an important part in other cultures. • Recognise that dances have changed throughout history. • Understand that dance is active and that changes will occur in their bodies. • Change and vary their actions.

YEAR 3

CONCEPTS	GAMES	GYMNASTICS	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

NATIONAL CURRICULUM OBJECTIVES	GAMES		GYMNASTICS	
	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, and control - compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Pupils should be taught to: - develop flexibility, strength, technique, control and - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
	DANCE		ATHLETICS	
	Pupils should be taught to: - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
	OUTDOOR ADVENTUROUS ACTIVITIES			
	Pupils should be taught to: take part in outdoor and adventurous activity challenges both individually and within a team			

VOCABULARY	GAMES	GYMNASTICS	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES
	Defending Attacking Travel Bouncing Control Possession Co-ordination Co-operation Scoring Batting Space Pass Dribble Team Points Goals Rules Tactics Fielding Bowler Court Target Net Striking Pitch Health and fitness – warm up/ cool down/ heart rate	Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under Agility Strength, Technique, Control Balance Evaluate Improve Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge	Create Combination Sequence Space Improvisation Repetition Adapt Motifs Pattern Movement Evaluate Improve Agility Flexibility Strength Control Balance Stimulus Rhythm Timing Perform Health and fitness – warm	Running Speed Throw Skip Aim Bounce Jump Leap Hop Target Overarm Underarm Walking Jogging Baton Relay Take off Landing Health and fitness – warm up/ cool down	follow route equipment safely manage risks/problems.

PHYSICAL	GAMES			
	Unit 1 Ball Skills/ Invasion focus	Unit 2 Creative Games Making	Unit 3 Net/ Court/ Wall Games	Unit 4 Striking & Fielding Games

	• To consolidate and improve the quality of their skills. • To improve their ability to elect and apply simple tactics. • To work co-operatively in small groups. • To recognise how a small game activity can be improved.	• To make up and play small sided games. • To select and use appropriate skills. • To describe and evaluate the effectiveness of the performance. • To work co-operatively with others.	• To consolidate and improve the quality and consistency of their hitting skills. • To develop the range of skills used. • To select and use a range of simple tactics. • To adapt, make and keep to the rules for net games.	• To consistently strike a ball in a controlled manner. • To field and intercept a ball and return it accurately. • To select and use appropriate skills and simple tactics in a small game activity. • To recognise a good performance or what needs to be improved.	
	ATHLETICS				
	Unit 1		Unit 2		
	• To link, remember and repeat combinations with more consistency and control. • To understand what equipment is needed for different challenges and be able to choose appropriately. • To describe how their bodies feel when doing different exercises. • To understand and describe what others are doing.		• To consolidate and improve the quality and range of techniques they use. • To develop their ability to use simple tactics. • To describe how their body reacts to different types of activity. • To describe and evaluate the effectiveness of performances.		

PHYSICAL EDUCATION SKILLS	GYMNASTICS	
	Unit 1	Unit 2
	• Perform a variety of travelling movements on a variety of equipment. • Perform a variety of balances on mats and equipment. • Perform a variety of jumps on mats and equipment. • Perform a variety of rolls on mats. • Create and perform a sequence to include balances, jumps, rolls and travelling movements on mats. • Create and perform a sequence to include balances, jumps and travelling movements on varied equipment.	• Show that I can bare weight through my hands through progressions for the handstand. • Show that I can bare weight through my hands through progressions for the cartwheel. • Perform the squat on and straddle on Vaults on a variety of equipment. • Create and perform a sequence on mats to include all the gymnastics movements I have learnt so far. • Use the climbing frame to perform Gymnastics Bar movements and improve my upper body strength. • Perform all Gymnastics movements I have learnt so far on a variety of equipment.
	DANCE	
	Unit 1	Unit 2
	• Develop different ways of travelling, jumping and turning. • Perform the basic actions and dances clearly and fluently. • Work with a partner. • Observe themselves and others dancing. • Perform basic dance actions with greater control and fluency. • Perform with a sense of phrasing, rhythmically and musically. • Select and apply appropriate movements for the dance idea. • Evaluate their own and others' performances. • Create and structure a whole dance.	• Improvise freely, translating ideas from a stimulus into movement. • Create and link dance phrases using a simple dance structure. • Perform dances with an awareness of rhythmic, dynamic and expressive qualities. • Describe and evaluate how they might improve their dances.
	OUTDOOR ADVENTUROUS ACTIVITIES	
	• To be able to undertake Outdoor Adventurous Activities as an individual and as part of a team.	

YEAR 4

CONCEPTS	GAMES	GYMNASTICS	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES	SWIMMING
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS	DANCE
	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, and control - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to: - develop flexibility, strength, technique, control and - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to: - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES	SWIMMING
	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to: take part in outdoor and adventurous activity challenges both individually and within a team	Pupils should be taught to: - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations.

VOCABULARY	GAMES	GYMNASTICS	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES	SWIMMING
	Possession Scoring Space Pass/send/receive Dribble Travel Team Striking Bowling Throwing Fielding Combinations Co-ordination Fluency Co-operation Competition Technique Partner Points Goals Rules Tactics Batting Fielding Backstop Court Target Net Defending Hitting Stance Offside Pitch	Degrees Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Agility Strength, Technique, Control Balance Evaluate Improve Shapes - Health and fitness – tuck, straddle, pike, arch, back support,	Spatial awareness Repeat Dance Character Repetition Action Reaction Pattern Movement Evaluate Improve Agility Flexibility Strength, Technique, Control Balance Combination Stimulus Motifs Dynamics Perform Timing Health and fitness – warm up/ cool down/ heart rate	Running Technique Pace Accuracy Power Throw High Low Skip Aim Fast Slow Bounce Jump Leap Hop Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Health and fitness – warm up/ cool down	follow route equipment safely manage risks/problems.	Shallow Deep Turning Rolling Metres Glide Front Back Style Horizontally Vertically Front crawl Float

PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Net/ Court/Wall Games	Unit 2 Problem solving and Inventing Games – Invasion Focus	Unit 3 Invasion Games	Unit 4 Striking and Fielding Games
	- To consolidate their striking skills and improve their control and quality. - To vary the shots and employ them appropriately. - To recognise what they do well and what needs improving. - To adapt rules of net games.	- To consolidate and improve their skills in a creative and problem solving situation. - To adapt and transfer appropriate principles of play and tactics. - To make up rules and be prepared to modify or change them. - To co-operate and make collective decisions.	- To develop a range and consistency of their skills in the games played. - To play in small invasion games using a variety of formations. - To understand, use and adapt simple tactics. - To play to the rules.	- To consolidate skills and improve techniques. - To receive a ball from one direction and strike it into or field it from another direction. - To develop simple tactics in a game activity. - To understand what makes up good technique.
	ATHLETICS			
	Unit 1		Unit 2	
	- To consolidate the quality and range of techniques they use for particular activities. - To develop their ability to use simple tactics in different situations. - To know and describe the short term effects of exercise on the body. - To describe and evaluate the effectiveness of performances.		- To consolidate and improve the quality, range and consistency of the techniques they use for specific activities. - To develop their ability to choose and use simple tactics and strengths in different situations. - To describe how the body reacts to different types of activity. - To describe and evaluate the effectiveness of performance and recognise aspects that need improving.	

PHYSICAL EDUCATION SKILLS	GYMNASTICS	
	Unit 1	Unit 2
	- Create and perform a sequence on mats and a variety of equipment to include travelling movement and balances. - Perform a variety of jumps on mats and equipment. - Perform a variety of different rolls on mats. - Perform a variety of different paired balances. - Create and perform a paired sequence to include balances, jumps and rolls on mats. - Create and perform individual sequences to include balances, jumps and rolls on varied equipment.	- Show that I can bare weight through my hands through progressions for the handstand. - Show that I can bare weight through my hands through progressions for the cartwheel. - Perform the squat on and straddle on Vaults on a variety of equipment. - Create and perform a group routine using all Gymnastics movements I have learnt so far on mats. - Use the climbing frame to perform Gymnastics Bar movements and improve my upper body strength. - Perform all Gymnastics movements I have learnt so far on a variety of equipment.
	DANCE	
	Unit 1	Unit 2
	- Respond to a range of stimuli. - Respond imaginatively to character and narrative. - Use simple motifs and movements patterns. - Structure a dance with a partner. - Describe and interpret dance using appropriate language.	- Develop a motif using speed and action. - Refine, repeat and remember dance phrases as an individual and in a pair. - Perform showing clear control and balance in both shape and action - Perform to show mood in a dance. - Work in small groups to develop movement. - Compose, using a range of new devices. - Interpret and comment upon others' work.
	OUTDOOR ADVENTUROUS ACTIVITIES	
	To be able to undertake Outdoor Adventurous Activities as an individual and as part of a team.	
	SWIMMING	
	- To be able to swim 25m. - To be able to use a range of strokes (front crawl, backstroke, breaststroke) to swim 10m. - To be able to complete safe self-rescue in different water based situations.	

YEAR 5

CONCEPTS	GAMES	GYMNASTICS	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES	SWIMMING
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS	DANCE
	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, and control - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to: - develop flexibility, strength, technique, control and - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to: - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES	SWIMMING
	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to: take part in outdoor and adventurous activity challenges both individually and within a team	Pupils should be taught to: - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations.

VOCABULARY	GAMES	GYMNASTICS	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES	SWIMMING
	Possession Speed Direction Range of techniques Combinations Competition Tactics Co-operation Create Control Decisions Passing Dribbling Shooting Shield ball Support Marking Repossession Attackers Defenders Team play Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Landing	Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse	Pull Accuracy Technique Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Approach Speed Relay Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate	control card control marker orienteeing map team work key route tactics communication location compass navigate plan safety leadership	Shallow Deep Turning Metres Glide Front Back Style Submerge Horizontally Vertically Front crawl Back stroke Breast stroke Independence Rescue

		Take-off Flight Agility Strength, Technique, Control Balance Evaluate Improve				
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PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Net/ Court/ Wall Games	Unit 2 Invasion & Target- Ball Handling Games	Unit 3 Invasion Games- Implement & Kicking Hockey & Soccer	Unit 4 Striking & Fielding
	- To develop the range and consistency of their skills in tennis and volleyball activities. - To release the ball from different angles and send it at different angles. - To work in pairs or small groups to develop attack and defence in net games. - To evaluate performance and explain what needs improving.	- To consolidate existing skills and develop new ones. - To select and apply skills more consistently in specific invasion activities and games. - To select and apply basic invasion principles and adapt them to different situations. - To use information to evaluate their own and others' work.	- To develop new skills relevant to specific invasion games. - To know and apply tactics and strategies for attacking play. - To work co-operatively with others in a team. - To observe and select information to evaluate their own and others' work.	- To develop their range of bowling, striking and fielding skills. - To experience all roles in small sided striking/ fielding games. - To play rules and adapt basic tactics to use them in a range of games. - To recognise strengths and weaknesses in their own performance.
	ATHLETICS			
	Unit 1		Unit 2	
	- To develop consistency in their actions. - To choose appropriate equipment and technique. - To understand the basic principles for warming up. - To understand why exercise is good for you. - To evaluate their own work and others work and suggest ways to improve it.		- To develop consistent technique in various events. - To choose appropriate techniques for different events. - To understand how to warm up safely. - To understand why exercise is good for you. - To evaluate their own and other's work and suggest ways to improve it.	

PHYSICAL EDUCATION SKILLS	GYMNASTICS	
	Unit 1	Unit 2
	- Perform a sequence of varied balances and jumps on mats and varied equipment. - Perform a variety of different rolls. - Perform a variety of different rolls on equipment. - Perform a variety of different paired balances. - Create and perform a sequence individually to include balances, jumps and rolls using benches. - Be able to use the progressions for a handstand to improve my handstand and bearing weight through my hands.	- Be able to use the progressions for a cartwheel to improve my cartwheel and bearing weight through my hands. - Perform a variety of Vaults on a variety of equipment. - Create and perform a group routine using all Gymnastics movements I have learnt so far on mats. - Create and perform a group routine using all Gymnastics movements I have learnt so far on equipment. - Use the climbing frame to perform Gymnastics Bar movements and improve my upper body strength. - Perform all Gymnastics movements I have learnt so far on a variety of equipment.
	DANCE	
	Unit 1	Unit 2
	- To be able to demonstrate the ability to translate ideas into dance movement. - Perform with awareness of both partner and group dances. - Perform with clear dynamics and precise footwork. - Dance as part of a small group. - Compose dances by using, adapting and developing steps, formations and patterning - To perform dances expressively. - Work in different group formations.	- Demonstrate the ability to translate ideas into dance - Perform sections of dance showing different mood and dynamics. - Refine whole dances through repeated performance. - Respond to a range of stimuli and accompaniment. - Explore, improve and plan dances in groups. - Practice dance in order to refine the quality.
	OUTDOOR ADVENTUROUS ACTIVITIES	
	To be able to undertake Outdoor Adventurous Activities as an individual and as part of a team.	
	SWIMMING	
	- To be able to swim 25m. - To be able to use a range of strokes (front crawl, backstroke, breaststroke) to swim 10m. - To be able to complete safe self-rescue in different water based situations.	

YEAR 6

CONCEPTS	GAMES	GYMNASTICS	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS	DANCE
	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, and control - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to: - develop flexibility, strength, technique, control and - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to: - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES	
	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to: take part in outdoor and adventurous activity challenges both individually and within a team	

VOCABULARY	GAMES	GYMNASTICS	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES
	Effective Use of space Control Accuracy Technique Combinations Co-operation Tactics Composition Fluency Create Rules Keeping possession Passing range Decisions Dribbling Shooting Shield ball Width Depth Support	Co-operate Audience Elements Twist Refine Aesthetically Criteria Extension Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Flight	Dance style Dance phrase Fluency Travelling Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Dynamics Phrase Interpret Exploration Agility Flexibility Combination Strength,	Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Release Performance Accuracy Take off Distance Target Time Position Measure	control card control marker orienteering map team work key route tactics communication location compass navigate plan safety leadership

Marking Covering Repossession Attackers Defenders Marking Team play Batting Fielding Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand	Timing Agility Strength, Technique, Control Balance Evaluate Improve Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge,	Technique, Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery	Control Height Run up Hurdles Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery	
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PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Invasion Games- Hockey & Soccer	Unit 2 Net/ Court/ Wall Games	Unit 3 Striking and Fielding Games	Unit 4 Invasion Games – Netball & Basketball
	- To combine and perform skills more fluently in implement and kicking invasion games. - To understand and apply a range of tactics for attack and defence. - To evaluate their own and others' work and suggest ways to improve it. - To understand the need to prepare properly for games.	- To play small-sided and modified versions of net/ wall games. - To develop the range and consistency of their skills. - To use and adapt rules, strategies and tactics with a knowledge of basic principles of attack and defence. - To evaluate performance and explain what needs to be improved.	- To develop the consistency and accuracy of their striking and fielding skills. - To select and use skills appropriately in a game situation. - To play a wide range of striking and fielding games and transfer common principles. - To recognise strengths and weaknesses in their own performances.	- To choose, combine and perform ball-handling skills more fluently and effectively in games. - To use attacking and defending strategies more consistently in similar games. - To develop their ability to evaluate work and suggest improvements. - To understand why exercise is good for their fitness, health and well-being.
	ATHLETICS			
	Unit 1		Unit 2	
	- To increase the number of techniques and develop consistency. - To choose appropriate techniques for specific events. - To understand the basic principles of warming up. - To evaluate their own and others' work and suggest ways to improve it.		- To increase the number of techniques and develop consistency. - To choose appropriate techniques for specific events. - To understand why exercise is good for fitness, health and well-being. - To evaluate their own and others' work and suggest ways to improve it.	

PHYSICAL EDUCATION SKILLS	GYMNASTICS	
	Unit 1	Unit 2
	- Perform a sequence of varied balances and jumps on mats and varied equipment. - Perform a variety of different rolls. - Perform a variety of different rolls on equipment. - Perform a variety of different paired balances on a variety of equipment. - Create and perform a sequence individually to include balances, jumps and rolls using benches. Be able to use the progressions for a handstand to improve my handstand and bearing weight through my hands.	- Be able to use the progressions for a cartwheel to improve my cartwheel and bearing weight through my hands. - Perform a variety of Vaults on a variety of equipment. - Create and perform a group routine using all Gymnastics movements I have learnt so far on mats. - Create and perform a group routine using all Gymnastics movements I have learnt so far on equipment. - Use the climbing frame to perform Gymnastics Bar movements and improve my upper body strength. - Perform all Gymnastics movements I have learnt so far on a variety of equipment.
	DANCE	
	Unit 1	Unit 2
	- Perform with increased control, fluency and accuracy. - Perform with appropriate dynamics to suit the meaning of the idea. - Develop motifs using time, space and people. - Work collaboratively in small groups with improved composition and performance. - Work creatively and imaginatively on their own and with a partner. - Perform expressively and sensitively to accompaniment. - Perform dances fluently and with control. - Observe and evaluate their own and others' dances. - Warm up and cool down independently.	- Display the appropriate dynamics to convey movement, mood and feeling. - Demonstrate combinations of movements with clarity and accuracy. - Link movements together in a logical sequence. - Use a range of compositional devices, motif development , repetition and group organization. - Explore, improvise and combine movement ideas fluently and effectively. - Create and structure motifs, phrases, sections and whole dances. - Begin to use basic compositional principles when creating their dances. - Evaluate, refine and develop their own and others' work.
	OUTDOOR ADVENTUROUS ACTIVITIES	
	To be able to undertake Outdoor Adventurous Activities as an individual and as part of a team.	