



Grange Primary Academy

The best in everyone™

Part of United Learning

PE End of Year Expectations

2026 - 2027

Long Term Map: Whole School

Year/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Lesson 1	Locomotion: Walking 	Ball Skills: Hands 1 	Dance: Nursery Rhymes 	Gymnastics: Moving 	Ball Skills: Hands 2 	Rackets Bats Balls and Balloons 
EYFS Lesson 2	Locomotion: Jumping 	Gymnastics: High and Low 	Ball Skills: Feet 	Dance: Ourselves 	Dance: Dinosaurs 	Games For Understanding 
Year 1 Lesson 1	Locomotion: Running 	Ball Skills: Hands 1 	Ball Skills: Feet 	Ball Skills: Hands 2 	Locomotion: Jumping 	Team Building 
Year 1 Lesson 2	Gymnastics: Wide, Narrow, Curled 	Gymnastics: Body Parts 	Dance: Growing 	Dance: The Zoo 	Games For Understanding 	Rackets Bats and Balls 
Year 2 Lesson 1	Locomotion: Dodging 	Ball Skills: Hands 1 	Ball Skills: Feet 	Ball Skills: Hands 2 	Team Building 	Dance: Explorers 
Year 2 Lesson 2	Gymnastics: Linking 	Locomotion: Jumping 	Gymnastics: Pathways 	Dance: Water 	Games For Understanding 	Rackets Bats and Balls 
Year 3 Lesson 1	Tag Rugby 	Handball 	Netball 	Dance: Wild Animals 	Tennis 	OAA: Communication & Tactics 
Year 3 Lesson 2	Game Sense Invasion 	Dance: Weather 	Gymnastics: Symmetry & Asymmetry 	Athletics: Throwing & Jumping 	Athletics 	Cricket 
Year 4 Lesson 1	Hockey 	Game Sense Invasion 	Gymnastics: Bridges 	Dance: Cats 	Tennis 	OAA: Problem Solving 
Year 4 Lesson 2	Swimming 	Dance: Space 	Dodgeball 	Athletics: Running 	Athletics 	Rounders 
Year 5 Lesson 1	Hockey 	Gymnastics: Flight 	Basketball 	Dance: The Circus 	Athletics 	OAA: Orienteering 
Year 5 Lesson 2	Dance: Street Art 	Swimming 	Gymnastics: Counter Balance & Counter Tension 	Game Sense Invasion 	Badminton 	Cricket 
Year 6 Lesson 1	Hockey 	Dance: Carnival 	Gymnastics: Matching & Mirroring 	Dance: Prejudice and Discrimination 	Athletics 	OAA: Leadership 
Year 6 Lesson 2	Gymnastics: Creating Sequences 	Game Sense Invasion 	Netball 	Athletics: Competitions 	Badminton 	Rounders 

PE National Curriculum Expectations

EYFS: Development Matters

<u>Nursery</u>		<u>Reception</u>	
<u>Gross Motor</u>	<u>Fine Motor</u>	<u>Gross Motor</u>	<u>Fine Motor</u>
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	- Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Start to eat independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	- Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming - Develop overall body-strength, balance, co-ordination and agility. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Develop the foundations of a handwriting style which is fast, accurate and efficient

EYFS: Early Learning Goals

Gross Motor

- 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.

Fine Motor

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

EYFS - Physical Development: Milestones (Gross Motor)

Wheeled Toys

<u>Nursery</u>	<u>Reception</u>
• Walk a balance bike. • Pedal a tricycle with confidence. • Use feet to scoot a balance bike and maintain balance. • Turn corners on a scooter, tricycle or balance bike. • Can stop a scooter, tricycle or balance bike when required. • Maneuver around obstacles on a scooter, tricycle or balance bike.	• Pedal/scoot and maintain balance while manoeuvring around obstacles. • Control the speed of wheeled toys. • Maintain a safe distance from other riders. • <i>2 wheeled bikes</i> • Pedal and maintain balance for a few metres on flat/downhill. • Can stop the bike using brakes. • Pedal and maintain balance for an extended time. • Pedal and maintain balance on a 2 wheeled bike around obstacles.

Ball Skills

<u>Nursery</u>	<u>Reception</u>
• Push, roll and bounce large ball. • Throw a large ball up in the air, overhand and underhand. • Move a large ball with their feet. • Kick a static ball. • Catch a large ball between extended arms. •	• Throw and kick a ball with increased accuracy. • Hit a large target from 5 steps away with a tennis ball. • Catch a large ball by bringing hands in towards chest. • Bounce and catch a large ball . • Kick a ball that is rolled to them from a distance. • Begin to use kicking, throwing, catching skills in team games. • Hit a ball or beanbag with a bat. • Develop confidence, competence, precision & accuracy with activities that involve a ball.

Movement / Gymnastics

<u>Nursery</u>	<u>Reception</u>
• Enjoys exploring different ways of moving. • Use large muscle movements to wave flags & streamers • Stops or attempts to avoid obstacles when running. • Skip, hop, stand on one leg & hold a pose for a game like musical statues. • Jump off a low object with both feet off the ground. • Jump over a small stationery object • Jump forward, taking off and landing on 2 feet. •	• Move in different ways such as slithering, shuffling, rolling, skipping, hopping and sliding. • Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles. • Hop on one foot 3 to 5 times. • Jump and turn in the air. • Hop on alternate feet. • Combine movements to create sequences of movement. • Develop overall body strength, coordination, balance & agility

Balancing and Climbing

<u>Nursery</u>	<u>Reception</u>
• Stand on tiptoes • Walk along a chalk line • Walk and crawl along a low, wide balance beam or plank. • Climb up stairs, steps & move across equipment using alternate feet. • Explore and use climbing equipment, with some adult support. • Stand on one foot for a short period of time shifting body weight to improve stability.	• Hold a controlled static balance on one leg • Walk down steps, using alternate feet. • Walk along a low narrow balance beam • Move confidently in different ways on climbing apparatus. • Move confidently on balancing and climbing equipment setting themselves physical challenges.

Wider Skills

<u>Nursery</u>	<u>Reception</u>
• Follow simple instructions given by and adult or peer as part of a game. • Work collaboratively to move large outdoor equipment with the support of an adult. • Start to make up their own physical games. • Choose the right resources to carry out their own plan. •	• Work collaboratively to move large outdoor equipment with increasing independence. • Work with friends in a team – taking turns effectively. • Collaborate with others to devise team games and manage resources. •

EYFS - Physical Development: Milestones (Fine Motor)

Using Mark Making Tools

<u>Nursery</u>	<u>Reception</u>
• Begin to use mark-making tools such as paintbrushes, pens and chalk with a palmer grasp or digital pronate grasp. • Forms pre-writing shapes. • Draws circles, horizontal/vertical lines. • Develop a dominant hand. • Attempt to write their own name in a way they recognise. • Use mark-making tools such as paintbrushes, pens and chalk with a static tripod grasp, • Draws simple pictures which can be recognised by themselves and others. • Write their own name.	• Forms all the letters of their names correctly. • Use an effective pencil hold working towards a dynamic tripod grasp. • Adds detail to drawings, e.g. eyelashes or windows on a house. • Forms recognisable letters for the full alphabet. • Forms all letters of the alphabet with correct formation. • Develop the foundations of a handwriting style which is fast, accurate and efficient.

Manipulating other Tool and Materials

<u>Nursery</u>	<u>Reception</u>
• Pour from one container to another with some accuracy. • Manipulate playdough to make representations of objects using their hands. • Join large construction pieces together. • Use tools to make changes to playdough. • Use a spoon or fork to eat independently. • Make snips in paper with scissors. • Use scissors to cut paper in half. • Use a knife to cut soft food. • Spread using a knife.	• Join small construction such as lego. • Make more detailed models with playdough. • Use tweezers to move small objects. • Use scissors to cut around a shape on paper. • Use a knife and fork, attempting to cut soft foods. • Use scissors with developing accuracy and control. • Safely use hammers. • Use a knife and fork effectively. • Use a range of small tools, including scissors, paint brushes and cutlery safely and effectively.

Dressing

<u>Nursery</u>	<u>Reception</u>
• Put on shoes without fastening • Pull zips up and down. • Pull up trousers independently. • Put T-Shirt and jumper on/off independently.	• Put on socks and shoes. • Fasten zips independently • Dress and undress independently with some adult support with small buttons.

Skills Overview

EYFS	Term 1		Term 2	
Autumn	Walking 1: • Explore/develop walking. • Explore walking in different pathways • Sustain walking • Explore marching • Apply walking into a game	Jumping 1 • Explore/develop jumping • Apply jumping into a game • Jumping for distance • Explore jumping high • Explore hopping	Ball Skills - Hands 1: • Explore pushing • Explore rolling • Explore bouncing • Explore bouncing into space • Combine pushing and rolling • Combine rolling, pushing and bouncing	Gymnastics - High, low, over, under... • Introduction to high, low, over and under • Introduction to the apparatus • Applying high and low on apparatus
Spring	Dance - Nursery Rhymes: • Moving in sequence • Creating our own movements • Creating simple movement sequences • Responding in movement to words and music • Exploring contrasting tempos • Exploring character movements	Ball Skills - Feet 1: • Explore moving with a ball using our feet • Develop moving with a ball using our feet • Understand dribbling • Develop dribbling against an opponent	Gymnastics - Moving: • Explore moving and making shapes using different body parts • Explore moving in different directions • Explore big and small ways of moving and making shapes • Moving in pairs • Creating shapes in pairs	Dance - Ourselves: • Moving in sequence • Responding in movement to words and music • Moving with props and contrasting tempos • Creating their own movements • Exploring opposites
Summer	Ball Skills - Hands 2: • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching	Dance - Dinosaurs: • Moving with control • Adding movements together • Responding to rhythm in character • Adding expression to our characters' (dinosaur) movements • Performing with a partner • Exploring relationships	Rackets, bats, balls and balloons: • Explore pushing/hitting a balloon with control • Explore hitting a balloon with power into space • Explore hitting/pushing (sending) a balloon with accuracy • Explore balancing an object on a racket/bat	Games for understanding: • Taking turns/keeping the score • Understanding and playing by the rules • Avoiding a defender • Preventing an attacker from scoring

Year 1	Term 1		Term 2	
Autumn	Running 1: • Explore running • Apply running into a game • Explore running at different speeds • Running for speed: Acceleration • Explore running in a team • Consolidate running, apply running into a game	Gymnastics - Wide, narrow, curled... • Introduction to wide, narrow and curled • Exploring the difference between wide, narrow and curled • Transitioning between wide, narrow and curled movements • Linking two movements together	Ball Skills - Hands 1: • Introduce sending (bouncing) with control • Introduce aiming with accuracy • Introduce power and speed when sending a ball • Introduce/develop stopping, combining sending skills • Combine sending and receiving skills	Gymnastics - Body parts: • Introduction to big/ small body parts • Combining big and small with wide, narrow and curled • Transition between wide narrow and curled using big and small body parts • Adding (linking) movements together
Spring	Ball Skills - Feet 1: • Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point	Dance - Growing: • Responding to rhythm • Developing the growing plant 'dance' • Introduction to motifs • Creating motifs • Creating movement sequences • Relationships and performance	Ball Skills - Hands 2: • Introduce throwing with accuracy • Apply throwing with accuracy in a team • Introduce stopping a ball • Develop sending (rolling) skills to score a point • Consolidate sending and stopping to win a game	Dance - The zoo: • Exploring expression • Developing our movements, adding movements together • Responding to a rhythm: Introducing partner work • Creating an animal sequence motifs • Exploring relationships within our motifs
Summer	Jumping 1: • Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game	Games for understanding: • Understanding the principles of attack/defence • Applying attacking/ defending principles into a game • Consolidate attacking/defending	Team building: • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork	Rackets, bats and balls: • Develop pushing (dribbling) a ball with a racket: Introducing control • Explore hitting and develop pushing a ball (with a racket) towards a target • Explore hitting a ball (with a racket) with accuracy and power

Year 2	Term 1		Term 2	
Autumn	Dodging 1: • Explore dodging • Develop dodging • Apply dodging: Explore attacking and defending • Apply dodging in teams	Gymnastics - Linking: • Developing linking • Linking on apparatus • Jump, roll, balance sequences/on apparatus • Creation of sequences • Completion of sequences and performance	Ball Skills - Hands 1: • Develop dribbling/ passing and receiving • Combine dribbling, passing and receiving, keeping possession • Develop dribbling/passing and receiving to score a point • Combine dribbling, passing and receiving to score a point	Jumping 1: • Consolidate jumping • Apply jumping into a game • Linking jumping • Explore jumping combinations • Develop jumping combinations
Spring	Ball Skills - Feet 1: • Develop dribbling/ passing/receiving, keeping possession • Combine dribbling, passing and receiving, keeping <u>possession/to score</u> a point • Apply dribbling, passing and receiving as a team to score	Gymnastics - Pathways: • Explore/develop zigzag pathways/on apparatus • Explore/develop curved pathways/on apparatus • Creation of pathway sequences • Completion of pathways sequences and performance	Ball Skills - Hands 2: • Consolidate <u>pupils</u> application and understanding of underarm throwing • Applying the underarm and overarm throw to win a game • Applying the underarm throw to beat an opponent	Dance - Water: • Responding to stimuli • Developing whole group movement • Improvisation and physical descriptions • Creating contrasting movement sequences • Sequences, relationships and performance
Summer	Team Building: • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork	Games for Understanding: • Attacking/defending as a team • Understanding the transition between defence and attack • Create and apply attacking/ defensive tactics	Dance - Explorers: • Responding to stimuli • Developing our motif with expression and emotion • Applying choreography in our motifs • Extending our motifs • Sequences, relationships and performance	Rackets, bats and balls: • Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent • Introduce hitting (sending/striking) a ball into a space: Where and why? • Striking the ball (with a bat) into space with intent

Year 3	Term 1		Term 2	
Autumn	Tag rugby: • Introduce moving with the ball, passing and receiving • Introduce tagging • Create space when attacking • Develop passing and moving • Combine passing/moving to create attacking opportunities	Games sense invasion: • Introduce passing and receiving • Introduce passing and creating space • Introduce scoring and the concept of shooting	Handball: • Introduce passing, receiving and creating space • Develop passing and moving • Combine passing and moving • Introduce shooting • Develop passing and shooting	Dance - Weather: • Responding to stimuli, extreme weather • Developing thematic dance into a motif • Extending dance to create sequences with a partner • Developing sequences with a partner
Spring	Netball: • Introduce passing, receiving and creating space • Develop passing and moving • Introduce scoring and the concept of shooting • Develop shooting	Gymnastics - Symmetry and asymmetry: • Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation • Sequence completion	Dance - Wild animals: • Responding to stimuli • Developing character dance into a motif • Develop sequences with a partner in character that show relationships • Extending sequences with a partner in character	Athletics - Throwing and jumping: • Throwing for accuracy and distance • Introduction to javelin • Throwing a shotput • Throwing a discus • Hop, skip and jump for distance
Summer	Tennis: • Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game introduce rackets • Introduce the forehand	Athletics: • Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump	OAA - Communication and tactics: • Creating and applying simple tactics • Developing leadership • Develop communication as a team • Create defending and attacking tactics as a team	Cricket Understand the concept of batting and fielding • Introduce throwing overarm • Introduce throwing underarm • Introduce catching • Striking with intent

Year 4	Term 1		Term 2	
Autumn	Hockey: - Refine dribbling and passing - Combine passing and dribbling to create shooting opportunities - Develop passing and dribbling creating space for attacking opportunities - Introduce defending; blocking and tackling	Swimming:	Games sense invasion: - Develop passing and creating space - Combine passing, moving and shooting - Introduce dribbling: Keeping control - Introduce defending and the concept of marking	Dance - Space: - Extending sequences with a partner in character - Developing sequences with a partner in character that show relationships and interlinking dance moves - Sequences, relationships, choreography and performance
Spring	Gymnastics - Bridges: - Introduction to bridges - Application of bridge learning onto apparatus - Develop sequences with bridges - Sequence formation - Sequence completion	Dodgeball: - Introduce jumping and ducking - Develop throwing with accuracy and power over an increased distance - Develop catching - Consolidate dodging, jumping and ducking	Dance - Cats: - Responding to stimuli working together - Extending sequences with a partner in character - Exploring two contrasting Relationships and interlinking dance moves	Athletics - Running: - Techniques for running - Running for speed - Application of running as a team - Pace and running for distance
Summer	Tennis: - Developing the forehand - Creating space to win a point using a racket - Introduce the backhand - Applying the forehand and backhand in game situations - Applying the forehand and backhand creating space to win a point	Athletics: - Develop running at speed - Exploring our stride pattern - Exploring running at pace - Understand and apply tactics when running for distance - Javelin - Standing Triple Jump	OAA - Problem Solving: - Benches and mats challenge - Round the clock card challenge - The pen challenge - The river rope challenge - Caving challenges	Rounders: - Develop fielding bowling with a backstop - Introduce batting; how - Develop batting; where and why - Introduce and apply basic fielding tactics

Year 5	Term 1		Term 2	
Autumn	Hockey: - Develop defending, blocking and tackling - Refine dribbling/passing to create attacking opportunities - Refine attacking skills, passing dribbling and shooting - Refine defending skills developing transition from defence to attack	Street art: - Using movement to create Street Artists' 'Tags' - Using a variety of concepts/relationships to change and develop our Street Art movements - Combining Breakdance with Street Art	Swimming:	Gymnastics - Flight: - Introduction to Flight: Developing Jumping - Developing Flight: Jumping and Turning - Application of 'Jumping,' learning, onto apparatus - Combining jumping on apparatus with Canon and Unison
Spring	Basketball: - Refine passing and receiving - Apply passing, footwork and shooting into mini games, introduce officiating - Introduce defending - Explore the function of other passing styles	Gymnastics - Counter balance and counter tension: - Introduction to Counterbalance - Application of Counterbalance learning onto apparatus - Sequence formation - Counter Tension - Sequence completion	Dance - The circus: - Develop character movements linked to prejudices - Create movements that represent different characters and performers in a circus - Extending our performance incorporating props and apparatus linked to the variety of performers	Game sense invasion: - Consolidate dribbling and passing to maintain possession to create scoring opportunities - Refine attacking skills - Refine defensive skills: Transition from defence to attack
Summer	Badminton: - Controlling the game from the serve - Applying the forehand and backhand creating space to win a point - Introduce the forehand - Introduction to badminton: Outwitting an opponent	Athletics: - Finishing a race - Evaluating our performance - Sprinting: My personal best - Relay changeovers - Shot Put - Introducing the Hurdles	OAA - Orienteering: - Face orienteering - Cone orienteering - Point and return - Point to point - Timed course - Orienteering competition	Cricket: - Refine batting, batting and bowling tactics - Refine fielding stopping, catching and throwing - Combine bowling and fielding creating and applying tactics - Introduce umpiring and scoring

Year 6	Term 1		Term 2	
Autumn	Hockey: - Consolidate keeping possession, develop officiating - Consolidate defending - Create, understand and apply attacking/defending tactics in game situations	Gymnastics - Creating Sequences: - Challenging creativity - Sequence development - Sequence performance	Dance - Carnival: - Performing with technical control and rhythm in a group - Creating rhythmic patterns using the body - Experiencing dance from a different culture - Chorographical elements including still imagery	Game sense invasion: - Consolidate attacking: Possession scenarios - Consolidate defending: Defensive scenarios - Application of 'powers' into game play to challenge tactical thinking
Spring	Netball: - Consolidate keeping possession, develop officiating - Consolidate defending - Create, understand and apply attacking/defending tactics in game situations	Gymnastics - Matching and mirroring: - Introduction to matching/ mirroring - Application of matching/ mirroring learning onto apparatus - Sequence development	Athletics – Competitions - Running in competition - Throwing in competition - Jumping in competition - Jumping, throwing and running in athletics	Dance - Prejudice and discrimination: - Exploring Prejudice and Discrimination - Exploring Sexism/Classism through dance - The power of unity through Dance: Tackling Prejudices
Summer	Badminton: - Doubles: Understanding and applying tactics to win a point - Game application: Consolidate outwitting an opponent - Explore and Apply different forehand and backhand shots during a game to win a point	Athletics: - Running for speed competition - Running for distance competition - Throwing competition - Jumping competition	OAA - Leadership: - Understanding what makes an effective leader - Communicating as a leader - Introducing the STEP principle: Space, Task, Equipment and People	Rounders: - Introduction to full rounders - Consolidate fielding tactics - Refine our understanding of what happens if the batter misses or hits the ball backwards - Batting considerations