



**Grange Primary Academy**  
The best in everyone™  
Part of United Learning

# PE End of Year Expectations

2025 - 2026

# 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>		
<p>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>• Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>• Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>• Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>• 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>• 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.</p> <p>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>• Use a comfortable grip with good control when holding pens and pencils.</p> <p>• Start to eat independently and learning how to use a knife and fork.</p> <p>• Show a preference for a dominant hand.</p> <p>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>• Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>• Progress towards a more fluent style of moving, with developing control and grace.</p> <p>• 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</p> <p>• Develop overall body-strength, balance, co-ordination and agility.</p> <p>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>• Combine different movements with ease and fluency.</p> <p>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>• 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.</p> <p>• Develop the foundations of a handwriting style which is fast, accurate and efficient</p>

# 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>
<ul style="list-style-type: none"><li>• Walk a balance bike.</li><li>• Pedal a tricycle with confidence.</li><li>• Use feet to scoot a balance bike and maintain balance.</li><li>• Turn corners on a scooter, tricycle or balance bike.</li><li>• Can stop a scooter, tricycle or balance bike when required.</li><li>• Maneuver around obstacles on a scooter, tricycle or balance bike.</li></ul>	<ul style="list-style-type: none"><li>• Pedal/scoot and maintain balance while manoeuvring around obstacles.</li><li>• Control the speed of wheeled toys.</li><li>• Maintain a safe distance from other riders.</li><li>• <i>2 wheeled bikes</i></li><li>• Pedal and maintain balance for a few metres on flat/downhill.</li><li>• Can stop the bike using brakes.</li><li>• Pedal and maintain balance for an extended time.</li><li>• <b>Pedal and maintain balance on a 2 wheeled bike around obstacles.</b></li></ul>

## Ball Skills

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Push, roll and bounce large ball.</li><li>• Throw a large ball up in the air, overhand and underhand.</li><li>• Move a large ball with their feet.</li><li>• Kick a static ball.</li><li>• Catch a large ball between extended arms.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Throw and kick a ball with increased accuracy.</li><li>• Hit a large target from 5 steps away with a tennis ball.</li><li>• Catch a large ball by bringing hands in towards chest.</li><li>• Bounce and catch a large ball .</li><li>• Kick a ball that is rolled to them from a distance.</li><li>• Begin to use kicking, throwing, catching skills in team games.</li><li>• Hit a ball or beanbag with a bat.</li><li>• <b>Develop confidence, competence, precision &amp; accuracy with activities that involve a ball.</b></li></ul>

## Movement / Gymnastics

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Enjoys exploring different ways of moving.</li><li>• Use large muscle movements to wave flags &amp; streamers</li><li>• Stops or attempts to avoid obstacles when running.</li><li>• Skip, hop, stand on one leg &amp; hold a pose for a game like musical statues.</li><li>• Jump off a low object with both feet off the ground.</li><li>• Jump over a small stationery object</li><li>• Jump forward, taking off and landing on 2 feet.</li><li>• </li></ul>	<ul style="list-style-type: none"><li>• Move in different ways such as slithering, shuffling, rolling, skipping, hopping and sliding.</li><li>• Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles.</li><li>• Hop on one foot 3 to 5 times.</li><li>• Jump and turn in the air.</li><li>• Hop on alternate feet.</li><li>• Combine movements to create sequences of movement.</li><li>• <b>Develop overall body strength, coordination, balance &amp; agility</b></li></ul>

## Balancing and Climbing

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Stand on tiptoes</li><li>• Walk along a chalk line</li><li>• Walk and crawl along a low, wide balance beam or plank.</li><li>• Climb up stairs, steps &amp; move across equipment using alternate feet.</li><li>• Explore and use climbing equipment, with some adult support.</li><li>• Stand on one foot for a short period of time shifting body weight to improve stability.</li></ul>	<ul style="list-style-type: none"><li>• Hold a controlled static balance on one leg</li><li>• Walk down steps, using alternate feet.</li><li>• Walk along a low narrow balance beam</li><li>• Move confidently in different ways on climbing apparatus.</li><li>• <b>Move confidently on balancing and climbing equipment setting themselves physical challenges.</b></li></ul>

## Wider Skills

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Follow simple instructions given by an adult or peer as part of a game.</li><li>• Work collaboratively to move large outdoor equipment with the support of an adult.</li><li>• Start to make up their own physical games.</li><li>• Choose the right resources to carry out their own plan.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Work collaboratively to move large outdoor equipment with increasing independence.</li><li>• Work with friends in a team – taking turns effectively.</li><li>• <b>Collaborate with others to devise team games and manage resources.</b></li><li>•</li></ul>

# EYFS - Physical Development: Milestones (Fine Motor)

## Using Mark Making Tools

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Begin to use mark-making tools such as paintbrushes, pens and chalk with a palmer grasp or digital pronate grasp.</li><li>• Forms pre-writing shapes.</li><li>• Draws circles, horizontal/vertical lines.</li><li>• Develop a dominant hand.</li><li>• Attempt to write their own name in a way they recognise.</li><li>• Use mark-making tools such as paintbrushes, pens and chalk with a static tripod grasp,</li><li>• Draws simple pictures which can be recognised by themselves and others.</li><li>• Write their own name.</li></ul>	<ul style="list-style-type: none"><li>• Forms all the letters of their names correctly.</li><li>• Use an effective pencil hold working towards a dynamic tripod grasp.</li><li>• Adds detail to drawings, e.g. eyelashes or windows on a house.</li><li>• Forms recognisable letters for the full alphabet.</li><li>• Forms all letters of the alphabet with correct formation.</li><li>• <b>Develop the foundations of a handwriting style which is fast, accurate and efficient.</b></li></ul>

## Manipulating other Tool and Materials

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Pour from one container to another with some accuracy.</li><li>• Manipulate playdough to make representations of objects using their hands.</li><li>• Join large construction pieces together.</li><li>• Use tools to make changes to playdough.</li><li>• Use a spoon or fork to eat independently.</li><li>• Make snips in paper with scissors.</li><li>• Use scissors to cut paper in half.</li><li>• Use a knife to cut soft food.</li><li>• Spread using a knife.</li></ul>	<ul style="list-style-type: none"><li>• Join small construction such as lego.</li><li>• Make more detailed models with playdough.</li><li>• Use tweezers to move small objects.</li><li>• Use scissors to cut around a shape on paper.</li><li>• Use a knife and fork, attempting to cut soft foods.</li><li>• Use scissors with developing accuracy and control.</li><li>• Safely use hammers.</li><li>• Use a knife and fork effectively.</li><li>• <b>Use a range of small tools, including scissors, paint brushes and cutlery safely and effectively.</b></li></ul>

## Dressing

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Put on shoes without fastening</li><li>• Pull zips up and down.</li><li>• Pull up trousers independently.</li><li>• Put T-Shirt and jumper on/off independently.</li></ul>	<ul style="list-style-type: none"><li>• Put on socks and shoes.</li><li>• Fasten zips independently</li><li>• <b>Dress and undress independently with some adult support with small buttons.</b></li></ul>

---

# Skills Overview

EYFS	Term 1		Term 2	
Autumn	<b>Walking 1:</b> <ul style="list-style-type: none"> <li>• Explore/develop walking.</li> <li>• Explore walking in different pathways</li> <li>• Sustain walking</li> <li>• Explore marching</li> <li>• Apply walking into a game</li> </ul>	<b>Jumping 1</b> <ul style="list-style-type: none"> <li>• Explore/develop jumping</li> <li>• Apply jumping into a game</li> <li>• Jumping for distance</li> <li>• Explore jumping high</li> <li>• Explore hopping</li> </ul>	<b>Ball Skills - Hands 1:</b> <ul style="list-style-type: none"> <li>• Explore pushing</li> <li>• Explore rolling</li> <li>• Explore bouncing</li> <li>• Explore bouncing into space</li> <li>• Combine pushing and rolling</li> <li>• Combine rolling, pushing and bouncing</li> </ul>	<b>Gymnastics - High, low, over, under...</b> <ul style="list-style-type: none"> <li>• Introduction to high, low, over and under</li> <li>• Introduction to the apparatus</li> <li>• Applying high and low on apparatus</li> </ul>
Spring	<b>Dance - Nursery Rhymes:</b> <ul style="list-style-type: none"> <li>• Moving in sequence</li> <li>• Creating our own movements</li> <li>• Creating simple movement sequences</li> <li>• Responding in movement to words and music</li> <li>• Exploring contrasting tempos</li> <li>• Exploring character movements</li> </ul>	<b>Ball Skills - Feet 1:</b> <ul style="list-style-type: none"> <li>• Explore moving with a ball using our feet</li> <li>• Develop moving with a ball using our feet</li> <li>• Understand dribbling</li> <li>• Develop dribbling against an opponent</li> </ul>	<b>Gymnastics - Moving:</b> <ul style="list-style-type: none"> <li>• Explore moving and making shapes using different body parts</li> <li>• Explore moving in different directions</li> <li>• Explore big and small ways of moving and making shapes</li> <li>• Moving in pairs</li> <li>• Creating shapes in pairs</li> </ul>	<b>Dance - Ourselves:</b> <ul style="list-style-type: none"> <li>• Moving in sequence</li> <li>• Responding in movement to words and music</li> <li>• Moving with props and contrasting tempos</li> <li>• Creating their own movements</li> <li>• Exploring opposites</li> </ul>
Summer	<b>Ball Skills - Hands 2:</b> <ul style="list-style-type: none"> <li>• Explore throwing overarm</li> <li>• Explore throwing underarm</li> <li>• Explore rolling</li> <li>• Explore stopping a ball</li> <li>• Explore catching</li> </ul>	<b>Dance - Dinosaurs:</b> <ul style="list-style-type: none"> <li>• Moving with control</li> <li>• Adding movements together</li> <li>• Responding to rhythm in character</li> <li>• Adding expression to our characters' (dinosaur) movements</li> <li>• Performing with a partner</li> <li>• Exploring relationships</li> </ul>	<b>Rackets, bats, balls and balloons:</b> <ul style="list-style-type: none"> <li>• Explore pushing/hitting a balloon with control</li> <li>• Explore hitting a balloon with power into space</li> <li>• Explore hitting/pushing (sending) a balloon with accuracy</li> <li>• Explore balancing an object on a racket/bat</li> </ul>	<b>Games for understanding:</b> <ul style="list-style-type: none"> <li>• Taking turns/keeping the score</li> <li>• Understanding and playing by the rules</li> <li>• Avoiding a defender</li> <li>• Preventing an attacker from scoring</li> </ul>

Year 1	Term 1		Term 2	
Autumn	<b>Running 1:</b> <ul style="list-style-type: none"> <li>• Explore running</li> <li>• Apply running into a game</li> <li>• Explore running at different speeds</li> <li>• Running for speed: Acceleration</li> <li>• Explore running in a team</li> <li>• Consolidate running, apply running into a game</li> </ul>	<b>Gymnastics - Wide, narrow, curled...</b> <ul style="list-style-type: none"> <li>• Introduction to wide, narrow and curled</li> <li>• Exploring the difference between wide, narrow and curled</li> <li>• Transitioning between wide, narrow and curled movements</li> <li>• Linking two movements together</li> </ul>	<b>Ball Skills - Hands 1:</b> <ul style="list-style-type: none"> <li>• Introduce sending (bouncing) with control</li> <li>• Introduce aiming with accuracy</li> <li>• Introduce power and speed when sending a ball</li> <li>• Introduce/develop stopping, combining sending skills</li> <li>• Combine sending and receiving skills</li> </ul>	<b>Gymnastics - Body parts:</b> <ul style="list-style-type: none"> <li>• Introduction to big/ small body parts</li> <li>• Combining big and small with wide, narrow and curled</li> <li>• Transition between wide narrow and curled using big and small body parts</li> <li>• Adding (linking) movements together</li> </ul>
Spring	<b>Ball Skills - Feet 1:</b> <ul style="list-style-type: none"> <li>• Develop moving the ball using the feet</li> <li>• Apply dribbling into games</li> <li>• Consolidate dribbling</li> <li>• Explore kicking (passing)</li> <li>• Apply kicking (passing) to score a point</li> </ul>	<b>Dance - Growing:</b> <ul style="list-style-type: none"> <li>• Responding to rhythm</li> <li>• Developing the growing plant 'dance'</li> <li>• Introduction to motifs</li> <li>• Creating motifs</li> <li>• Creating movement sequences</li> <li>• Relationships and performance</li> </ul>	<b>Ball Skills - Hands 2:</b> <ul style="list-style-type: none"> <li>• Introduce throwing with accuracy</li> <li>• Apply throwing with accuracy in a team</li> <li>• Introduce stopping a ball</li> <li>• Develop sending (rolling) skills to score a point</li> <li>• Consolidate sending and stopping to win a game</li> </ul>	<b>Dance - The zoo:</b> <ul style="list-style-type: none"> <li>• Exploring expression</li> <li>• Developing our movements, adding movements together</li> <li>• Responding to a rhythm: Introducing partner work</li> <li>• Creating an animal sequence motifs</li> <li>• Exploring relationships within our motifs</li> </ul>
Summer	<b>Jumping 1:</b> <ul style="list-style-type: none"> <li>• Recap jumping</li> <li>• Develop jumping</li> <li>• Explore how jumping affects our bodies</li> <li>• Explore skipping</li> <li>• Apply skipping and jumping into a game</li> </ul>	<b>Games for understanding:</b> <ul style="list-style-type: none"> <li>• Understanding the principles of attack/defence</li> <li>• Applying attacking/ defending principles into a game</li> <li>• Consolidate attacking/defending</li> </ul>	<b>Team building:</b> <ul style="list-style-type: none"> <li>• Introducing teamwork</li> <li>• Develop teamwork</li> <li>• Building trust and developing communication</li> <li>• Cooperation and communication</li> <li>• Explore simple strategies</li> <li>• Problem solving: Consolidate teamwork</li> </ul>	<b>Rackets, bats and balls:</b> <ul style="list-style-type: none"> <li>• Develop pushing (dribbling) a ball with a racket: Introducing control</li> <li>• Explore hitting and develop pushing a ball (with a racket) towards a target</li> <li>• Explore hitting a ball (with a racket) with accuracy and power</li> </ul>

Year 2	Term 1		Term 2	
Autumn	<p><b>Dodging 1:</b></p> <ul style="list-style-type: none"> <li>• Explore dodging</li> <li>• Develop dodging</li> <li>• Apply dodging: Explore attacking and defending</li> <li>• Apply dodging in teams</li> </ul>	<p><b>Gymnastics - Linking:</b></p> <ul style="list-style-type: none"> <li>• Developing linking</li> <li>• Linking on apparatus</li> <li>• Jump, roll, balance sequences/on apparatus</li> <li>• Creation of sequences</li> <li>• Completion of sequences and performance</li> </ul>	<p><b>Ball Skills - Hands 1:</b></p> <ul style="list-style-type: none"> <li>• Develop dribbling/ passing and receiving</li> <li>• Combine dribbling, passing and receiving, keeping possession</li> <li>• Develop dribbling/passing and receiving to score a point</li> <li>• Combine dribbling, passing and receiving to score a point</li> </ul>	<p><b>Jumping 1:</b></p> <ul style="list-style-type: none"> <li>• Consolidate jumping</li> <li>• Apply jumping into a game</li> <li>• Linking jumping</li> <li>• Explore jumping combinations</li> <li>• Develop jumping combinations</li> </ul>
Spring	<p><b>Ball Skills - Feet 1:</b></p> <ul style="list-style-type: none"> <li>• Develop dribbling/ passing/receiving, keeping possession</li> <li>• Combine dribbling, passing and receiving, keeping <u>possession/to score</u> a point</li> <li>• Apply dribbling, passing and receiving as a team to score</li> </ul>	<p><b>Gymnastics - Pathways:</b></p> <ul style="list-style-type: none"> <li>• Explore/develop zigzag pathways/on apparatus</li> <li>• Explore/develop curved pathways/on apparatus</li> <li>• Creation of pathway sequences</li> <li>• Completion of pathways sequences and performance</li> </ul>	<p><b>Ball Skills - Hands 2:</b></p> <ul style="list-style-type: none"> <li>• Consolidate <u>pupils</u> application and understanding of underarm throwing</li> <li>• Applying the underarm and overarm throw to win a game</li> <li>• Applying the underarm throw to beat an opponent</li> </ul>	<p><b>Dance - Water:</b></p> <ul style="list-style-type: none"> <li>• Responding to stimuli</li> <li>• Developing whole group movement</li> <li>• Improvisation and physical descriptions</li> <li>• Creating contrasting movement sequences</li> <li>• Sequences, relationships and performance</li> </ul>
Summer	<p><b>Team Building:</b></p> <ul style="list-style-type: none"> <li>• Introducing teamwork</li> <li>• Develop teamwork</li> <li>• Building trust and developing communication</li> <li>• Cooperation and communication</li> <li>• Explore simple strategies</li> <li>• Problem solving: Consolidate teamwork</li> </ul>	<p><b>Games for Understanding:</b></p> <ul style="list-style-type: none"> <li>• Attacking/defending as a team</li> <li>• Understanding the transition between defence and attack</li> <li>• Create and apply attacking/defensive tactics</li> </ul>	<p><b>Dance - Explorers:</b></p> <ul style="list-style-type: none"> <li>• Responding to stimuli</li> <li>• Developing our motif with expression and emotion</li> <li>• Applying choreography in our motifs</li> <li>• Extending our motifs</li> <li>• Sequences, relationships and performance</li> </ul>	<p><b>Rackets, bats and balls:</b></p> <ul style="list-style-type: none"> <li>• Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent</li> <li>• Introduce hitting (sending/striking) a ball into a space: Where and why?</li> <li>• Striking the ball (with a bat) into space with intent</li> </ul>

Year 3	Term 1		Term 2	
Autumn	<p><b>Tag rugby:</b></p> <ul style="list-style-type: none"> <li>• Introduce moving with the ball, passing and receiving</li> <li>• Introduce tagging</li> <li>• Create space when attacking</li> <li>• Develop passing and moving</li> <li>• Combine passing/moving to create attacking opportunities</li> </ul>	<p><b>Games sense invasion:</b></p> <ul style="list-style-type: none"> <li>• Introduce passing and receiving</li> <li>• Introduce passing and creating space</li> <li>• Introduce scoring and the concept of shooting</li> </ul>	<p><b>Handball:</b></p> <ul style="list-style-type: none"> <li>• Introduce passing, receiving and creating space</li> <li>• Develop passing and moving</li> <li>• Combine passing and moving</li> <li>• Introduce shooting</li> <li>• Develop passing and shooting</li> </ul>	<p><b>Dance - Weather:</b></p> <ul style="list-style-type: none"> <li>• Responding to stimuli, extreme weather</li> <li>• Developing thematic dance into a motif</li> <li>• Extending dance to create sequences with a partner</li> <li>• Developing sequences with a partner</li> </ul>
Spring	<p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• Introduce passing, receiving and creating space</li> <li>• Develop passing and moving</li> <li>• Introduce scoring and the concept of shooting</li> <li>• Develop shooting</li> </ul>	<p><b>Gymnastics - Symmetry and asymmetry:</b></p> <ul style="list-style-type: none"> <li>• Introduction to symmetry</li> <li>• Introduction to asymmetry</li> <li>• Application of learning onto apparatus</li> <li>• Sequence formation</li> <li>• Sequence completion</li> </ul>	<p><b>Dance - Wild animals:</b></p> <ul style="list-style-type: none"> <li>• Responding to stimuli</li> <li>• Developing character dance into a motif</li> <li>• Develop sequences with a partner in character that show relationships</li> <li>• Extending sequences with a partner in character</li> </ul>	<p><b>Athletics - Throwing and jumping:</b></p> <ul style="list-style-type: none"> <li>• Throwing for accuracy and distance</li> <li>• Introduction to javelin</li> <li>• Throwing a shotput</li> <li>• Throwing a discus</li> <li>• Hop, skip and jump for distance</li> </ul>
Summer	<p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>• Introduction tennis, outwitting an opponent</li> <li>• Creating space to win a point</li> <li>• Consolidate how to win a game introduce rackets</li> <li>• Introduce the forehand</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Explore running for speed</li> <li>• Explore acceleration</li> <li>• Introduce /develop relay: Running for speed in a team</li> <li>• Throwing: Accuracy vs distance</li> <li>• Standing Long Jump</li> </ul>	<p><b>OAA - Communication and tactics:</b></p> <ul style="list-style-type: none"> <li>• Creating and applying simple tactics</li> <li>• Developing leadership</li> <li>• Develop communication as a team</li> <li>• Create defending and attacking tactics as a team</li> </ul>	<p><b>Cricket</b></p> <p>Understand the concept of batting and fielding</p> <ul style="list-style-type: none"> <li>• Introduce throwing overarm</li> <li>• Introduce throwing underarm</li> <li>• Introduce catching</li> <li>• Striking with intent</li> </ul>

Year 4	Term 1		Term 2	
Autumn	<p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>• Refine dribbling and passing</li> <li>• Combine passing and dribbling to create shooting opportunities</li> <li>• Develop passing and dribbling creating space for attacking opportunities</li> <li>• Introduce defending; blocking and tackling</li> </ul>	<p><b>Swimming:</b></p>	<p><b>Games sense invasion:</b></p> <ul style="list-style-type: none"> <li>• Develop passing and creating space</li> <li>• Combine passing, moving and shooting</li> <li>• Introduce dribbling: Keeping control</li> <li>• Introduce defending and the concept of marking</li> </ul>	<p><b>Dance - Space:</b></p> <ul style="list-style-type: none"> <li>• Extending sequences with a partner in character</li> <li>• Developing sequences with a partner in character that show relationships and interlinking dance moves</li> <li>• Sequences, relationships, choreography and performance</li> </ul>
Spring	<p><b>Gymnastics - Bridges:</b></p> <ul style="list-style-type: none"> <li>• Introduction to bridges</li> <li>• Application of bridge learning onto apparatus</li> <li>• Develop sequences with bridges</li> <li>• Sequence formation</li> <li>• Sequence completion</li> </ul>	<p><b>Dodgeball:</b></p> <ul style="list-style-type: none"> <li>• Introduce jumping and ducking</li> <li>• Develop throwing with accuracy and power over an increased distance</li> <li>• Develop catching</li> <li>• Consolidate dodging, jumping and ducking</li> </ul>	<p><b>Dance - Cats:</b></p> <ul style="list-style-type: none"> <li>• Responding to stimuli working together</li> <li>• Extending sequences with a partner in character</li> <li>• Exploring two contrasting Relationships and interlinking dance moves</li> </ul>	<p><b>Athletics - Running:</b></p> <ul style="list-style-type: none"> <li>• Techniques for running</li> <li>• Running for speed</li> <li>• Application of running as a team</li> <li>• Pace and running for distance</li> </ul>
Summer	<p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>• Developing the forehand</li> <li>• Creating space to win a point using a racket</li> <li>• Introduce the backhand</li> <li>• Applying the forehand and backhand in game situations</li> <li>• Applying the forehand and backhand creating space to win a point</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Develop running at speed</li> <li>• Exploring our stride pattern</li> <li>• Exploring running at pace</li> <li>• Understand and apply tactics when running for distance</li> <li>• Javelin</li> <li>• Standing Triple Jump</li> </ul>	<p><b>OAA - Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Benches and mats challenge</li> <li>• Round the clock card challenge</li> <li>• The pen challenge</li> <li>• The river rope challenge</li> <li>• Caving challenges</li> </ul>	<p><b>Rounders:</b></p> <ul style="list-style-type: none"> <li>• Develop fielding bowling with a backstop</li> <li>• Introduce batting; how</li> <li>• Develop batting; where and why</li> <li>• Introduce and apply basic fielding tactics</li> </ul>

Year 5	Term 1	Term 2		
Autumn	<b>Hockey:</b> <ul style="list-style-type: none"> <li>Develop defending, blocking and tackling</li> <li>Refine dribbling/passing to create attacking opportunities</li> <li>Refine attacking skills, passing dribbling and shooting</li> <li>Refine defending skills developing transition from defence to attack</li> </ul>	<b>Street art:</b> <ul style="list-style-type: none"> <li>Using movement to create Street Artists' 'Tags'</li> <li>Using a variety of concepts/relationships to change and develop our Street Art movements</li> <li>Combining Breakdance with Street Art</li> </ul>	<b>Swimming:</b>	<b>Gymnastics - Flight:</b> <ul style="list-style-type: none"> <li>Introduction to Flight: Developing Jumping</li> <li>Developing Flight: Jumping and Turning</li> <li>Application of 'Jumping,' learning, onto apparatus</li> <li>Combining jumping on apparatus with Canon and Unison</li> </ul>
Spring	<b>Basketball:</b> <ul style="list-style-type: none"> <li>Refine passing and receiving</li> <li>Apply passing, footwork and shooting into mini games, introduce officiating</li> <li>Introduce defending</li> <li>Explore the function of other passing styles</li> </ul>	<b>Gymnastics - Counter balance and counter tension:</b> <ul style="list-style-type: none"> <li>Introduction to Counterbalance</li> <li>Application of Counterbalance learning onto apparatus</li> <li>Sequence formation</li> <li>Counter Tension</li> <li>Sequence completion</li> </ul>	<b>Dance - The circus:</b> <ul style="list-style-type: none"> <li>Develop character movements linked to prejudices</li> <li>Create movements that represent different characters and performers in a circus</li> <li>Extending our performance incorporating props and apparatus linked to the variety of performers</li> </ul>	<b>Game sense invasion:</b> <ul style="list-style-type: none"> <li>Consolidate dribbling and passing to maintain possession to create scoring opportunities</li> <li>Refine attacking skills</li> <li>Refine defensive skills: Transition from defence to attack</li> </ul>
Summer	<b>Badminton:</b> <ul style="list-style-type: none"> <li>Controlling the game from the serve</li> <li>Applying the forehand and backhand creating space to win a point</li> <li>Introduce the forehand</li> <li>Introduction to badminton: Outwitting an opponent</li> </ul>	<b>Athletics:</b> <ul style="list-style-type: none"> <li>Finishing a race</li> <li>Evaluating our performance</li> <li>Sprinting: My personal best</li> <li>Relay changeovers</li> <li>Shot Put</li> <li>Introducing the Hurdles</li> </ul>	<b>OAA - Orienteering:</b> <ul style="list-style-type: none"> <li>Face orienteering</li> <li>Cone orienteering</li> <li>Point and return</li> <li>Point to point</li> <li>Timed course</li> <li>Orienteering competition</li> </ul>	<b>Cricket:</b> <ul style="list-style-type: none"> <li>Refine batting, batting and bowling tactics</li> <li>Refine fielding stopping, catching and throwing</li> <li>Combine bowling and fielding creating and applying tactics</li> <li>Introduce umpiring and scoring</li> </ul>

Year 6	Term 1		Term 2	
Autumn	<b>Hockey:</b> <ul style="list-style-type: none"> <li>• Consolidate keeping possession, develop officiating</li> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking/defending tactics in game situations</li> </ul>	<b>Gymnastics - Creating Sequences:</b> <ul style="list-style-type: none"> <li>• Challenging creativity</li> <li>• Sequence development</li> <li>• Sequence performance</li> </ul>	<b>Dance - Carnival:</b> <ul style="list-style-type: none"> <li>• Performing with technical control and rhythm in a group</li> <li>• Creating rhythmic patterns using the body</li> <li>• Experiencing dance from a different culture</li> <li>• Chorographical elements including still imagery</li> </ul>	<b>Game sense invasion:</b> <ul style="list-style-type: none"> <li>• Consolidate attacking: Possession scenarios</li> <li>• Consolidate defending: Defensive scenarios</li> <li>• Application of 'powers' into game play to challenge tactical thinking</li> </ul>
Spring	<b>Netball:</b> <ul style="list-style-type: none"> <li>• Consolidate keeping possession, develop officiating</li> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking/defending tactics in game situations</li> </ul>	<b>Gymnastics - Matching and mirroring:</b> <ul style="list-style-type: none"> <li>• Introduction to matching/mirroring</li> <li>• Application of matching/mirroring learning onto apparatus</li> <li>• Sequence development</li> </ul>	<b>Athletics – Competitions</b> <ul style="list-style-type: none"> <li>• Running in competition</li> <li>• Throwing in competition</li> <li>• Jumping in competition</li> <li>• Jumping, throwing and running in athletics</li> <li>• </li> </ul>	<b>Dance - Prejudice and discrimination:</b> <ul style="list-style-type: none"> <li>• Exploring Prejudice and Discrimination</li> <li>• Exploring Sexism/Classism through dance</li> <li>• The power of unity through Dance: Tackling Prejudices</li> </ul>
Summer	<b>Badminton:</b> <ul style="list-style-type: none"> <li>• Doubles: Understanding and applying tactics to win a point</li> <li>• Game application: Consolidate outwitting an opponent</li> <li>• Explore and Apply different forehand and backhand shots during a game to win a point</li> </ul>	<b>Athletics:</b> <ul style="list-style-type: none"> <li>• Running for speed competition</li> <li>• Running for distance competition</li> <li>• Throwing competition</li> <li>• Jumping competition</li> </ul>	<b>OAA - Leadership:</b> <ul style="list-style-type: none"> <li>• Understanding what makes an effective leader</li> <li>• Communicating as a leader</li> <li>• Introducing the STEP principle: Space, Task, Equipment and People</li> </ul>	<b>Rounders:</b> <ul style="list-style-type: none"> <li>• Introduction to full rounders</li> <li>• Consolidate fielding tactics</li> <li>• Refine our understanding of what happens if the batter misses or hits the ball backwards</li> <li>• Batting considerations</li> </ul>