

| | Class 1 | Class 2 | Class 3 |
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| Autumn 1 | <p>Invasion games Ball skills (control, send and receive) Throwing, catching and footwork Body awareness – agility, speed, balance, co-ordination etc.</p> <p>Gymnastic Ribbons-basic skills Hula Hooping- basic skills Inter-house Hula hooping competition</p> | <p>Invasion games - Hockey/ dodgeball Basic skills-Possession, passing, space and tactics. Uphold respect and the spirit of fair play</p> <p>Dodgeball Competition</p> <p>Swimming – Bakewell Pool</p> | <p>Invasion games - Football/Tag Rugby Dribbling, passing with accuracy, sending and receiving. Shooting and scoring. Competitive games. Uphold and respect the spirit of fair play.</p> <p>Tag Rugby Competition Cross Country/OAA- Fun runs to build stamina and improve personal best.</p> |
| Autumn 2 | <p>Dance – Seasonal Dances- Bonfire Night, Autumn Days, Jack Frost. Exploring levels, dynamics and travelling on light feet. Create sequences as an individual, in pairs and as a group. Moving to different pieces of music to inspire and perform to.</p> <p>Skipping-individual ropes and basic skills</p> | <p>Gymnastics - Symmetry and Asymmetry Key shapes, different levels, dynamics, flow and point balances, including changes of direction. Creating sequences with beginnings and ends. Individual, group and partner work.</p> <p>Floorwork and apparatus</p> | <p>Dance- Dances from Around the World (Africa-celebration, India – Bollywood, America- The Hop/Jive) Perform and create complex sequences based on animal movement. Explore moving to different genres of music.</p> <p>Sportshall Athletics Practise and prepare for competition</p> |
| Spring 1 | <p>Gymnastics - travelling Moving in different ways, incorporating key shapes, travelling on different body parts, levels, changes of speed and balance. Working individually, in partners and small groups. Introduce matching and mirroring. Floor work and apparatus (if available)</p> | <p>Dance- Mountains and Rivers Plan, perform and refine movements and sequences. Explore motif, canon, accent, unison. Include levels and dynamics</p> <p>Skipping – individual and long rope</p> | <p>Sportshall athletics Practise and prepare for competition Netball – Practise different types of throw/pass, including shooting. Learn the positions on court and put skills into attacking and defending situations, ready for schools’ competition in March</p> |
| Spring 2 | <p>Gymnastics Pathways and sequences incorporating linking key shapes,</p> | <p>Gymnastics Flight – taking off, landing, moving across and around apparatus (transference of weight), linking shapes</p> | <p>Gymnastics Key shapes -dynamics, levels, flow Travelling, balancing, flight</p> |

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| | levels, dynamics, partner and groupwork. Weight bearing and Jumping skills. Parachute games | and creating sequences. Partner balances. Mini tennis – control of bat and ball (send and receive) | Partner and group balances (Canon, unison) |
| Summer 1 | Target/aim games Throwing/catching & bat/ball Using space, agility, balance, control and co-ordination. Simple games. Maypole dancing -Basic Skills | Tennis (sponge ball) Throwing ball, rallying, forehand actions and accuracy. Maypole Dancing-The Twister | Striking and fielding – Cricket/Rounders Hitting into space. Catching, receiving, intercepting, throwing and bowling skills. Working as a team. (Competition event) Maypole Dancing – The Gypsies Tent |
| Summer 2 | Athletics/Sports day Introducing multi-events (throwing, jumping, running) Team building games OAA Master fundamental skills and develop simple tactics. Team building games. | Athletics / Sports day Explore multi-events (throwing, jumping, running). Increase awareness of speed and distance. OAA Develop a broad range of skills and participate in challenges both individually and as a team. Evaluate and recognise own success | Athletics / Sports day Focus on developing technical understanding of athletic ability. Set own targets and improve own performance. OAA Develop a broad range of skills and apply basic principles. Participate in challenges both individually and as a team. Communicate, collaborate and compete and evaluate and recognise success. |

Class 2 Swimming

Swim between 25-50 metres unaided
Use more than one stroke and co-ordinate breathing appropriate to stroke.
Co-ordinate leg and arm movements
Swim at the surface and blow the water.

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| EYFS | |
| Autumn 1 | Games- Ball handling, gross motor skills, footwork, stop/start, space etc. Using different sized balls to throw/catch/send/retrieve. Simple attack and defend games. |
| Autumn 2 | Gymnastics – Fundamental Movement Skills. Travelling over, under and around apparatus. Using 4 basic body shapes – pin/ball/wide/screw. Performing simple sequences with a starting and finishing position, incorporating use of dynamics and levels. |
| Spring 1 | Dance – The Circus Performer. Using plates, scarves and juggling balls to incorporate them into a performance to music. Focus on hand-eye co-ordination, basic throwing and catching skills and points of balance. Games from ‘Long Ago’ (topic link)- teach Hopscotch and use hoops, cups/scoops and balls etc to explore playground games from the past. |
| Spring 2 | Gymnastics -Fundamental Movement Skills. Building on previous unit, adding different types of jumping and rolling. Individual work, partner work and group work to incorporate balances and moments of stillness. |
| Summer 1 | Team building and problem-solving games – race across the swamp using hoops/ collect treasure etc. Using skills of communication, listening, looking, sharing ideas. Familiarisation with PE on field Maypole dancing |
| Summer 2 | Sports Day activities – sprinting, skipping, throwing, jumping, balancing etc. Parachute activities. Assessment for reporting to parents. |
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Physical development taken from Development Matters 2021.

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. Provide children with regular opportunities to practise their movement skills alone and with others. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.

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. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.

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. Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Give children regular, sensitive reminders about correct posture.

Combine different movements with ease and fluency. Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up

on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy. Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.