

PE Long Term Plan 2026/27:

PE Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Anna B	Dance	Multi-skills (Ball skills-hands)	Gymnastics	Ball skills and games (Feet)	Athletics	Multi-sports (Games for understanding)
Year 1						
Anna B	Multi-skills (Ball skills-feet)	Athletics: Sportshall	Dance	Athletics	Athletics	Ball skills (Rackets, bats and balls)
Jo A	Gymnastics-pathways	Multi skills (Ball skills-hands)	Multi skills (Ball skills-hands)	Gymnastics	Multi skills (Ball skills-hands)	Ball skills games (Rackets, bats and balls)
Year 2						
Anna B	Multi-skills (Ball skills-hands 1)	Athletics: Sportshall	Gymnastics	Athletics	Athletics	Ball Skills (Rackets Bats and Balls)
Jo A	Multi-skills (Ball skills-hands 2)	Pathways: Gymnastics	Multi-sports (football)	Dance	Multi-sports (ball skills-hands)	Games for understanding (attack v defence)
Year 3						
Anna B	Invasion: Hockey	Athletics: Sportshall	Invasion: Tag rugby	Dance	Athletics: Town Sports	Net/Wall 1 Tennis
Jo A	Game Sense Invasion	Gymnastics	Invasion: Netball	OAA	Basketball	Striking/Fielding (cricket)
Year 4						
Anna B	Invasion: Hockey	Athletics: Sportshall	Net/Wall 1 Badminton	OAA	Swimming 4A/Basketball	Swimming 4B/Basketball
Jo A	Invasion: Tag rugby	Gymnastics	Invasion: Netball	Dance	Athletics: Town Sports	Striking/Fielding (cricket)
Year 5						
Anna B	Invasion: Hockey	Athletics: Sportshall	Swimming 5A Dance-Hindu	Swimming 5B OAA	Athletics: Town Sports	Net/Wall: Tennis
Jo A	Invasion: Tag rugby	Basketball	Invasion: Netball	Cricket	Striking/Fielding Rounders	Cricket
Year 6						
Anna B	Swimming 6A Basketball 6B	Swimming 6B Athletics: Sportshall 6A	Net/Wall: Badminton	Dance	Athletics: Town Sports	Net/Wall: Tennis
Jo A	Invasion: Tag Rugby	Basketball	Invasion: Netball	OAA	Striking/Fielding (cricket)	Striking/Fielding Rounders

Vocabulary Overview for PE:

Reception

Unit name Multi skills	Unit name Dance	Unit name Gymnastics	Unit name Games	Unit name Athletics	Unit name Multi sports
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
Jumping, skipping, hopping, balancing	Movement Movement, freeze, control	Balance, shapes, travelling Movement, balance, apparatus	Rules, teams Fairness, self-belief, concentration	Running, skipping, jumping, throwing space, change in direction, height and distance	Basketball, football, cricket Fairness, concentration, courage
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Space, around, up, down, forward, backward, dribbling, power, ,	Champion dance, control, expression, marching, rhythm, sequence, tempo, timing, beat	Champion gymnast, over, sequence, small, apparatus, balancing, under, high, low, transition, wide, narrow, curled, linking, jump, roll, sequence	Partner, opposite, team work, defender, opponent, possession, stopping, attacker	Fast, slow, up, down, Push, pull, height, high, speed, distance, jumping,	Bouncing, catching, control, space, , accuracy, aiming, catching, dribbling, power,pushing

Year 1/2

Unit name Multi skills	Unit name Dance	Unit name Gymnastics	Unit name Multi sports	Unit name Athletics	Unit name Forest School
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
Throwing, catching, rolling, bouncing	Theme, pattern, movement, beat, sequence, mirror Theme, expression, motif, flow	Travelling, shapes, balance, sequence, performance Wide, narrow, circled, transition, linking, flow	Passing, dribbling, receiving	Sprinting, throwing, jumping, competing Landing, changing speed, accuracy, collaboration, team work	Teamwork, instructions

Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Target, kick, accuracy, aim, dribble, balance, strike, obstacle, hit, pass, hand eye coordination , accuracy, aiming, catching, dribbling, passing, skipping	Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling, beat , champion dancer, interesting, choreography, control, emotion, expression, flow, linking, moving, rhythm, unison, transition, sequence	Tuck, pike, straddle, crawl, slide, leap, climb, star, pencil, action apparatus, feedback, balance , big, champion gymnast, courage, flow, jump, landing, narrow, zig zag	Opponent , control, rules, team, cooperate, control, accuracy, team Work, fairness , aim, attacker, defender, possession, power, strategy, tactics, team, rules	Accuracy , overarm, distance , power, strength, stretch, muscles, pumping, Acceleration , agility, jumping, landing, power,	Follow, challenge, climb, safety, danger, copy
Hands : bouncing, rolling, pushing, dribbling, accuracy, power, chest pass, Feet : dribble, control, space, attacker, defender,					

Year 3/4

Unit name: Invasion Games	Unit name: Gymnastics	Unit name: Dance	Unit name: Net and wall games	Unit name: Athletics	Unit name: Striking and fielding games	Unit name: OAA
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
Passing, attacking, defending, spatial awareness, footwork, shooting, rules Decision making , communication, self-discipline	Travel, shapes, balancing, sequences, performance Symmetry , asymmetry, peer and self-assessment, bridges, sequences	Changing speed and direction, share and create, performance Excellent dancers , peer and self-assessment, emotion and relationship,	Serve, forehand, backhand, scoring Outwit , court, return, accuracy,	Running, throwing, jumping distance , acceleration , pace , power , speed , tactics	Batting, fielding, scoring	Orienteering, symbol, map route, out of bounds
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Attacker , defender , space , possession , passing control ,	Movement, combinations, tension, full turn, half	Create, perform, expression, dance phase, speed,	Racket, shuttlecock, net, grip, strike,	Speed, pace, stamina, distance, power, fitness	Strike, bowler, fielder, backstop, spin, catch, half	Navigate, teamwork, strategy, tactics, communication,

Zoning, possession, fluency, tactics, switching defence, across court attacking, techniques, decision making, implement, rules, umpire, strategy possession, marking, tactics, umpire, formations, offside, transitions,	Precision, complex extended sequences, combine, perform, consistency, audience, link, vault, spring, fluency, positive and constructive feedback counter balance, counter tension, excellent gymnast, flexibility, flow, interconnecting, interesting, levels, matching, mirroring,	Dynamics, precision, control, fluency, evaluate, improve, develop, transition, compose, compare, adapt, refine, symmetry, style, interpret, posture Breakdance, cannon, character, choreography, compositional, creativity, emotion, expression, flow, improvisation, matching, mirroring, motif, rhythm, top rock, unison,	Smash, volley, lob, teamwork, love, deuce, match point tactics, outwit, space, accuracy,	Endurance, resistance control, accuracy, techniques, combine, compete, improve personal best speed, distance, change over, personal best lap, false start, events	Placing shot, covering bases, co-ordination, precision Tactics, bowling, run out, umpire, boundary, fielder	Teamwork, strategy, tactics, communication, navigate,
Sports Specific vocab	Sports Specific vocab	Sports Specific vocab	Sports Specific vocab	Sports Specific vocab	Sports Specific vocab	
Tag rugby- loop pass, miss pass, knock on, advantage Netball- shoulder pass, bounce pass, netball positions, marking Basketball – high press, backcourt violation, man to man marking, counter attack, double dribble, travelling Hockey- tactics, marking, attack, counter attack, man to man marking, goal side, free hit Netball: shoulder pass, bounce pass, netball positions			Tennis- forehand, backhand, volley, serve, doubles.		Cricket- wicket keeper, wide, bye, four runs, six runs, over Rounders- batting/bowling square, no ball, out, run out, outfielder, Badminton: space, return, recover, outwit, forehand, backhand, lob, drop, clear	

PE Long Term Plan and Progression of Skills and Knowledge

The PE curriculum at Wistaston Academy is based upon the Primary National Curriculum which provides a clear framework and outlines the knowledge and skills taught at each key stage. The curriculum is led and overseen by the PE Specialist, who supports class teachers in the planning and delivery of high-quality PE lessons. All pupils take part in two PE lessons each week.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Early Years Foundation Stage Framework

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

EYFS Skills

Children can roll, crawl, walk, jump, run, hop, skip and climb confidently.

Children begin to move in a fluent style, with grace and control.

Children have the overall body strength, co-ordination, balance and agility needed to engage successfully in a range of disciplines

Children can use their core muscle strength to achieve a good posture when sitting.

Children can combine different movements with ease and fluency.

Children can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Children can develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

ELG: Children can negotiate space and obstacles safely, with consideration for themselves and others.

ELG: Children demonstrate strength, balance and coordination when playing.

ELG: Children can move energetically when running, jumping, dancing, hopping, skipping and climbing.

Multiskills

Explore static balancing

Aim a variety of large balls at equipment accurately

	Travel in different directions (side to side, up and down) To be able to work others effectively Understand rules
Dance	Movement, freeze, control How to move our bodies in different ways linked to the theme. How to listen to the music and move the body in relation to the music. Why it is important to move with control. 'Control' means moving our bodies in time with the music, beat or sound. Why it is so important to move like a 'Champion Dancer'. Champion dancers can move with control, respond to the rhythm, move in relation to the music. How to create a variety of 'freeze' positions linked to the theme. How to move our bodies with big clear actions.
Gymnastics	Movement, balance, apparatus How we can move our bodies in 'low' ways; slides, rolls (long, curled) hands and feet. Why it is important to use the apparatus safely. How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus. Why it is so important to move and balance like a 'Champion'. 'Champion' refers to when we are being silent, pointing their fingers and toes and are still when we make a shape/balance. How to create high and low balances 'shapes'. How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards.
Ball skills and games	To be able to throw and catch a large ball with a partner. Explore ways of throwing and catching a large ball

	Explore ways of bouncing and catching a ball To be able to take part in paired/small group team tasks where a learned skill is applied.
Athletics	Learn skills of running, jumping and throwing with a range of equipment. Vary speed of running based on commands given. Use comparative language i.e. faster, longer, and be able to physically demonstrate this.
Multisports	Show good control over the body when exploring different skills. Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular sports

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.

	Year 1	Year 2
Multiskills	Develop different ways of moving, along different pathways. To be able to changing direction & stop quickly. To be able to carry & stop a ball in different ways.	To be able to balance, run and skip fluently and with control To be able to carrying & control a ball whilst moving, avoiding obstacles, dodging & stopping. Explore ways of passing and moving with the ball in game situations

	Understand how to roll a ball to a partner aiming and tracking the ball in its journey To be able to aim and control an underarm throw To be able to throw and catch whilst moving Explore ways of Bouncing and catching a ball Explore ways of moving and stopping a ball with control	To be able to throw a ball and get in line to receive the ball To be able to kick a ball and get in line to receive the ball Understand that distance can effect a selection of thows used (underarm or overarm) Develop ways of tracking a ball within small game situations
Athletics	Develop basic movement techniques Explore different speeds of running Develop different ways of jumping Explore ways of moving around/over obstacles Understand the difference between running fast and running slow. Explore ways of throwing for distance (not height). Be able to follow simple instructions-on your marks, get set, go	Explore movement techniques Know he difference between sprinting and jogging and be able to apply them to specific races To be able to throw for distance with control Understand the difference between jumping for height and jumping for distance Develop ways of moving around/over obstacles at speed Develop an understanding of pace To be able to apply different skills to different events

Dance	Expression, Theme To create a variety of ‘small’ body movements linked to the theme. To create a variety of ‘big’ body movements linked to the theme To move in relation to the music and respond with appropriate movements and actions. To add movements together to create simple movement sequences. Understanding what we mean by ‘expression’ and begin to show this in our movements.	Motif, Flow To apply ‘flow’ to our movements, understanding that ‘flow’ means moving from one action to another without stopping. To understand what a ‘Motif’ is and how to successful create a mini sequence and repeat it. How to respond to a variety of stimuli or themes with appropriate movements. How to use movements to tell a story.
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Gymnastics	Transition, wide, curled, narrow To create 'Wide', 'Narrow' and 'Curled' balances (shapes) on the floor and on apparatus, using a variety of body parts. Understand why it is important to perform each movement and balance like a 'champion' and understand the difference between 'wide', 'narrow' and 'curled'. To 'transition' between movements, adding movements together and transitioning between them. To understand how and where to use more than one piece of apparatus at the same time to create movements and balances. 'interesting' gymnastics. To create 'Wide', 'Narrow' and 'Curled' movements on the floor and on apparatus, using a variety of body parts.	Linking, flow To apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping. To understand why applying 'flow' as we link our movements together is so important To use a variety of apparatus when we are creating movement sequences. To link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
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Multisports	Explore different ways of using a ball. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Talk about what our bodies do during exercise e.g. breathing Participate in team games. Develop simple attacking and defending techniques. Pass and receive a ball in different ways with increased control	Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Understand key rules. Make it difficult for opponents. Keep possession of the ball and find best places to score. Describe what they see and ask to copy others' ideas and skills Participate in team games. Understand and develop tactics for attacking and defending Pass and receive a ball in different ways with control and increased accuracy
Football	Kicking the ball to a partner Stop ball with feet Travel with ball close to their body (maintain some control) Explore ways of moving and stopping a football Develop ways of passing the ball with control Understand basic football rules To be able to work in a team to move the ball from one target to another	To be able to dribble and stop the ball with control To be able to get in line to receive a pass To be able to dribble and pass on the move To develop ways of keeping possession of the ball in game situations. Develop awareness of space and use it to support team-mates Understand and develop tactics for attacking and defending Know and use some rules in small game situations

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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

Invasion games	Year 3	Year 4	Year 5	Year 6
Tag rugby	Practise passing backwards using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while moving. Use communication skills to work effectively with team members Play conditioned games that focus on keeping possession and scoring. Know how to keep possession.	Practise passing backwards on the move Choose and adapt techniques to keep possession Know what rules are needed to make games fair. E.g. pass backwards, tag Understand simple patterns of play. Evaluate how successful their decision making has been and use appropriate language to analyse performance. Know how to improve their own performance	Show ways to keep ball away from players. Know and demonstrate how to shield the ball. Change speed, direction with ball to get away from defender. Be able to score tries in a variety of ways. Mark an opponent. Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving WWW/EBI	Understand the roles of an attacker and defender (tagging and marking) Understand different ways to attack (outwitting an opponent) and defend Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to lead a team Know how to lead a warm up

	Find space to receive and support. Use defending techniques to regain possession of the ball-tagging Understand patterns of play- if ball is in a certain position where should players be		Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more.	Know the 3 stages of a warm up. Know how tag rugby helps improve your fitness
Hockey	Practise passing to a partner using a number of sending and receiving techniques. (Push pass and hit) Improve accuracy of passes and use space to keep possession better. Remain in control of ball, keeping it close to the stick while travelling. Use communication skills to work effectively with team members Play conditioned games that focus on keeping possession and scoring. Select the best type of pass to keep possession. Find space to receive and support. Use defending techniques to regain possession of the ball	Select pass to use in different situations (push or hit) Choose and adapt their techniques to keep possession-creating space Know what rules are needed to make games fair. E.g. 1v1 tackle, only use the flat side of the stick, keep the ball low Understand simple patterns of play. Evaluate how successful their decision making has been and use appropriate language to analyse performance. Know how to improve their own performance	Show ways to keep ball away from defenders using body and/or stick Know and demonstrate how to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent 1-1 Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more.	Understand the roles of an attacker and defender Understand different ways to attack (outwitting an opponent) and defend (tackling, 1v1) Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to lead a team Yo be able to lead a warm up Know the 3 stages of a warm up. Know how hockey helps improve your fitness

	Understand patterns of play- if ball is in a certain position where should players be			
Netball	Practise passing to a partner using a number of sending and receiving techniques. (Chest, shoulder and bounce pass) Improve accuracy of passes and use space to keep possession better. Use communication skills to work effectively with team members Play conditioned games that focus on keeping possession and scoring. Select the best type of pass to keep possession. Find space to receive and support. Use defending techniques to regain possession of the ball- marking a player, marking the ball, intercepting. Understand patterns of play- if ball is in a certain position where should players be	Practise passing on the move Choose and adapt their techniques to keep possession (dodging-double, fake and sprint) Know what rules are needed to make games fair. E.g. 3 seconds with the ball, 1m rule, non contact, footwork Understand simple patterns of play. Evaluate how successful their decision making has been and use appropriate language to analyse performance. Know how to improve their own performance	Show ways to keep ball away from defenders. Know and demonstrate how to shield the ball. Change speed, direction to make space away from defender (dodging) Shoot accurately in a variety of ways. Mark an opponent and/or the ball Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more.	Understand the roles each position has Understand different ways to attack (dodging) and defend (marking the player/the ball) Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence e.g. switching. Understand how to lead a team Know how to lead a warm up Know the 3 stages of a warm up. Know how netball helps improve your fitness
Football	Practise passing to a partner using a number of sending and receiving techniques.	Practice passing on the move	Show ways to keep ball away from defenders.	Understand the roles of an attacker and defender (defence, midfield, striker)

	Improve accuracy of passes and use space to keep possession better. Remain in control of ball, keeping the ball close while dribbling. Use communication skills to work effectively with team members Play conditioned games that focus on keeping possession and scoring. Select the best type of pass to keep possession. Find space to receive and support. Use defending techniques to regain possession of the ball- tackling Understand patterns of play- if ball is in a certain position where should players be	Choose and adapt their techniques to keep possession- creating space Know what rules are needed to make games fair. Understand simple patterns of play. Evaluate how successful their decision making has been and use appropriate language to analyse performance. Know how to improve their own performance	Know and demonstrate how to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent. Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more.	Understand different ways to attack and defend (tackling) Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to lead a team Know how to lead a warm up Know the 3 stages of a warm up. Know how football helps improve your fitness
Basketball	Practise passing to a partner using a number of sending and receiving techniques. (Chest, bounce and javelin pass) Improve accuracy of passes and use space to keep possession better.	Practice passing on the move, linking dribbling Choose and adapt their techniques to keep possession and give their team chance to shoot.	Show ways to keep ball away from defenders. Know and demonstrate how to shield the ball. Change speed, direction with ball to get away from defender.	Understand the roles of an attacker and defender (making and blocking) Understand different ways to attack (outwitting an opponent) and defend

	Remain in control of ball while travelling, ensuring the ball bounces no higher than hip height. Use communication skills to work effectively with team members Play conditioned games that focus on keeping possession and scoring. Select the best type of pass to keep possession. Find space to receive and support. Use defending techniques to regain possession of the ball Understand patterns of play- if ball is in a certain position where should players be	Know what rules are needed to make games fair. E.g. travelling, double dribble, none contact Understand simple patterns of play. Evaluate how successful their decision making has been and use appropriate language to analyse performance. Know how to improve their own performance	Shoot accurately in a variety of ways (hook shot, jump shot) Mark an opponent (blocking) Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more.	Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to lead a team Know how to lead a warm up Know the 3 stages of a warm up. Know how basketball helps improve your fitness
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	Year 3	Year 4	Year 5	Year 6
Athletics	Run at fast, medium and slow speeds, changing speed and direction Link running and jumping activities with some fluency, control and consistency	Show greater difference between slow and fast speeds; start at a medium pace for a longer distance; Make up and teach others a short sequence of linked jumps	Understand pace and be able to select the best pace for a running event, so that they can sustain their running and improve on a personal best Show control at take-off in jumping activities	Show good control, speed, strength and stamina when running, jumping and throwing Adapt skills and techniques to different challenges and equipment

	Make up and repeat a short sequence of linked jumps Take part in a relay, remembering when to run and what to do Throw a variety of objects, changing their action for accuracy and distance; Recognise when their heart rate, temperature and breathing rate have changed	Throw more accurately and greater distances; Show consistency, control and accuracy when throwing Identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing	Show accuracy and good technique when throwing for distance Organise and manage an athletic event well Understand how stamina and power help people to perform well in different athletic activities Identify good athletic performance and explain why it is good	Use good technique when running, throwing and jumping To be able to use pace well Know the rules of events and be able to organise and judge events well Know and be able to lead the 3 stages of an effective warm up. Pick out the important features of a performance; make good suggestions about what could be improved Know how to improve their personal best
OAA	Identify where they are by using simple plans and diagrams of familiar environments Use simple plans and diagrams to help follow a short trail and go from one place to another Respond to a challenge or problem set Work increasingly cooperatively with others, discussing how to follow trails and solve problems	Use more detailed plans and diagrams that take them from familiar to less familiar areas Find their way and recognise where they are on a plan or diagram Solve problems using a range of approaches Use ideas learned in one problem or task to help solve another	Choose and perform skills and strategies effectively Find solutions to problems and challenges Plan, implement and refine strategies used, adapting strategies as necessary Work effectively in a group or in a team where roles and responsibilities are understood Prepare physically and organisationally for challenges	Work confidently in familiar and changing environments Adapt quickly to new situations Devise and put into practice a range of solutions to problems and challenges Understand clearly the nature of a challenge or problem and what is achievable Take a leading role when working with others Prepare efficiently and safely

		Work and behave safely, when working individually and in small groups To be able to explain reasons for choosing the approach used to solve a problem	they are set, taking into account the group's safety Identify what they do well, as individuals and as a group; suggest ways to improve	Identify and respond to events as they happen Identify effective performances and solutions Take the lead in planning to improve weaknesses
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	Year 3	Year 4	Year 5	Year 6
Gymnastics	Peer and self-assess, symmetry and asymmetry To understand what Symmetry and Asymmetry means. To execute balances and movements in both symmetrical and asymmetrical ways. To understand why it is so important to create 'excellent' movements and balances. Pupils will be understanding that 'excellent' refers to when we control our bodies so they are silent, extending our fingers and toes and are able to hold our balances still for at least four seconds. To peer and self-assess, identifying strengths and	Bridges, sequence To create a 'bridge balance' with a partner using different levels and different connection points To create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity To understand why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. To reflect and evaluate using their observations to make accurate improvements to our own and others performances.	Counter tension, counter balance To understand What 'Counter Balance' and 'Counter Tension' means, understanding the difference between them. To create and execute 'Counter Balances' and 'Counter Tension Balances' with a partner using a variety of levels and connection points. To create a sequence, by accurately combining movements and balances, with flow and accurate timings within the Counter Balance and Counter Tension theme. To include a change of speed in our movements	Matching, mirroring To understand What 'Matching' movements mean; Matching is where pupils perform exactly the same movements at the same time. What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other. To create a sequence of movements, bringing together a combination of both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus. To understand why performing at and 'excellent'

	weaknesses in our own and others' performances. To understand why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence.			standard, with accurate timings and fluidity is so important.
Dance	Peer and self-assess, Excellent To create and develop a character in order to tell a story through movements. To understand how to develop characterisation, exploring characters that are opposites. To understand why it is so important to perform like an 'excellent dancer' Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Introduce these throughout the unit as appropriate. To peer and self-assess, identifying strengths and weaknesses in our own and others' performances.	Emotion, Relationship To develop sequences with our partner in character that show relationships and interlinking dance moves. To create sequences in pairs, applying flow and challenging their creativity. To understand what we mean by emotion and include this choreographical element in our performances. Emotion refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.	Unison, Canon To include a change of speed in our movements To understand what canon and unison are and be able to include these choreographical elements in our performances. To create a sequence, by accurately combining movements with flow and accurate timings.	Choreography, Fluidity To make effective evaluations of an individuals or pairs' strengths and weaknesses. To understand why performing at and 'excellent' standard, with accurate timings and fluidity is so important. To include a change of speed and dynamic in our movements.

	To understand why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance.			
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Net and wall games	Year 3	Year 4	Year 5	Year 6
Badminton and Tennis	Practise throwing and catching with a variety of different balls and using different types of throwing Hit the ball with a racket using basic shots Play games using throwing and catching skills. Vary strength, length and direction of throw. Know how to make it difficult for opponent to receive the ball. Understand rules about the games	Play games using controlled throwing and catching skills. Vary strength, length and direction of throw. Hit the ball with a racket using a variety of shots To be able to demonstrate how to make it difficult for an opponent to receive ball. Understand where to stand when receiving the ball. Understand attack and defence tactics. Understand rules about the games. To be able to comment on their own performance and what they do well.	To be able to perform the forehand, backhand and overhead shots increasingly well in the games Explore using the volley in games situations Use skills with competence and consistency Choose and use some tactics effectively Play cooperatively with a partner Apply rules consistently and fairly Identify appropriate exercises and activities for warming up Be able to comment on what they and others do well and	Play the full game of short tennis Use a wide range of shots in games with a good degree of consistency and accuracy Start a game or point with a serve of their choice Work collaboratively with a partner Organise themselves well in a team Understand the need for different tactics Choose and use tactics effectively Lead others in short warm-up routines, selecting safe and

		Explore ways of changing the court to make it easier/harder.	suggest ideas for improvement	appropriate activities and exercises Identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement
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Striking and fielding	Year 3	Year 4	Year 5	Year 6
Rounders and Cricket	To combine and develop a range of skills in striking and fielding. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To be able to catch consistently. Develop the correct batting technique and use it in a game situation. Explore fielding techniques and use them in game situations.	To develop and investigate different ways of throwing, and to know when each is appropriate. To use agility, balance, co-ordination to field a ball well. To use agility, balance, co-ordination to move into good positions for catching and apply it in a game situation. To use hand-eye coordination to strike a moving ball. To develop fielding skills and understand their importance when playing a game.	To develop skills in batting and fielding. To be able to select fielding techniques. To run with control between the wickets/around the rounders pitch. To develop a powerful and accurate overarm throw. To explore ways of placing the ball. To be able to comment on own and others performances	To be able throw and catch under pressure. To use fielding skills to stop the ball effectively (long barrier). Adapt ways of placing the ball. Explore playing in different roles. To be able to lead and work within a team using tactics to gain success in a game situation. To be able to act on advice to improve own performance

	To combine throwing, catching and batting skills already learned. To be able to strike the ball for distance. To know how to play a striking and fielding game competitively and fairly.			
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