

The Heath Academy Trust

Physical development, Gross motor and Physical Education Learning Sequence

EYFS Curriculum intent statement- Physical development, Gross motor (PRIME)

Through our early years physical development curriculum we intend to support children in developing healthy bodies, spatial awareness, and strong manipulation and motor skills. Through physical activity, exposure to a range of resources and learning to handle equipment safely, children gain the coordination and confidence to explore their environment, themselves and others. Helping them be their best physically and make great choices about theirs and others health wellbeing and safety.

Basic entitlement -

Nursery (2-3 year olds)	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
PRIME AREA- PHYSICAL DEVELOPMENT Toddlers and young children (2-3) will be learning to: - pass things from one hand to the other, let go of things and hand them to another person, or drop them - gradually gain control of their whole body through the continual practice of large movements, such as: waving, kicking, rolling, crawling, walking - clap and stamp to music - fit themselves into spaces, like tunnels, dens and large boxes, and move around in them - enjoy starting to kick, throw and catch balls - start to use the stairs independently - spin, roll and independently use ropes and swings - sit on a push-along wheeled toy, use a scooter or ride a tricycle - develop manipulation and control of items such as balls	
Covered through daily provision in activities such as... Creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Provide a wide range of opportunities for children to move throughout the day, indoors and outside, alone or with others, with and without apparatus. Include risky and rough and tumble play, as appropriate. Join in with children's movement play when invited and if it is appropriate. Then you can show different ways of moving and engaging with the resources. Help young children learn what physical risks they are confident and able to take. Encourage children to climb unaided and to stop if they do not feel safe. Offer outdoor play every day. Include lots of opportunities for children to move freely and explore their surroundings like a slope, a large hole, puddles or a sandpit. Consider wider opportunities for movement. Provide materials and equipment that support physical development - both large and small motor skills. Encourage children to use materials flexibly and combine them in different ways. Suggestions of equipment of resources include: - using large moveable resources like hollow blocks - swinging on monkey bars - soft play - climbing walls - crawling into tunnels and dens - ride-ons, bounce-ons	

Nursery (3-4 year olds) - leap into life	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
PRIME AREA- PHYSICAL DEVELOPMENT 3 and 4-year-olds will be learning to: • 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 • increasingly be 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 • choose the right resources to carry out their own plan • collaborate with others to manage large items	
Leap into Life- Foundation 1 Covered through the year- 4 lessons weekly	
<u>Travelling Movements: From Exploration to "Gait & Speed"</u> F1 Baseline: Children simply explore different ways of moving (crawling, hopping, running) and stop on command.	
<u>Spatial Awareness: From "My Bubble" to "Tactical Navigation"</u> F1 Baseline: Children try not to bump into peers and learn simple prepositions (<i>over, under</i>).	
<u>Body Management: Developing the "Lunge & Squat"</u> F1 Baseline: Making basic body shapes, stretching, and holding static balances.	
<u>Object Control: Intentional Sending and Receiving</u> F1 Baseline: Chasing rolling balls and stopping them with any part of the body.	
<u>Social & Cognitive Outcomes: Rules and Self-Regulation</u> F1 Baseline: Playing side-by-side and developing the confidence to try new things.	
<u>Understanding Exercise & Healthy habits</u> F1 Baseline: Beginning to understand how exercise helps keep our bodies healthy. Beginning to talk about basic food choices.	

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Basic entitlement -

Reception- leap into life	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
PRIME AREA- PHYSICAL DEVELOPMENT Children in reception will be learning to: - revise and refine the fundamental movement skills they have already acquired such as: 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, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport - confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - develop overall body strength, balance, coordination and agility - further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, aiming - develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	
Autumn 1- Body Management	
We are learning: to balance beanbags.	Balance beanbags on large and small body parts. Carry beanbags over obstacles and attempt to balance. Recognise which ways of balancing were harder than others.
We are learning: to move through hoops in different ways.	Work cooperatively with others to balance safely in hoops. Independently explore different ways to move through hoops. Work with a partner to complete hoop movement challenges.
We are learning: to reach and stretch to get equipment.	Reach and stretch to retrieve and place objects. Move equipment from one place to another. Play within the context of a relay.
We are learning: to make bridge balance shapes with our body	Can use a range of travelling actions to move different distances and change direction. Can create and hold a variety of bridge shapes and balances.
We are learning: to travel over and under apparatus.	Negotiate high and low apparatus travelling over and under. Use a variety of ways of travel over apparatus. Lay out objects for their partner to retrieve.
We are learning: to reach and stretch with our left and right hands and feet	Can identify and isolate left and right Stretch, point, reach and balance using left and right Perform a range of shapes and balances
Autumn 2- Gymnastics	
We are learning: to move safely	Move safely with awareness of self and others in space Listen and respond appropriately to instructions Apply a simple understanding of travel and shape in space.
We are learning: to take off and land on two feet	Jumping 2 feet to 2 feet Experiment with 3 different types of jumps Create simple jumping sequence
We are learning: to balance and move balls and beanbags	To move safely with awareness of self and others in space. To balance and control beanbags and balls in different ways. To recognise how body feels before, during and after exercise.
We are learning: to travel using large and small body parts	To explore travelling using different body parts. To move safely on, over, under, around, and through apparatus. To create and hold simple balances and body shapes with control.
We are learning: to work with others to move, balance and control equipment safely.	Work cooperatively with a partner to balance equipment. Copy and repeat simple movements and patterns. Use equipment with control and coordination.
We are learning: to perform an alphabet of shapes	Explore and perform a variety of gymnastics shapes with control. Link different shapes together to create a simple sequence. Perform a sequence of shapes confidently to others.
Spring 1- Dance	

We are learning: how to use our imagination to move like a car	Demonstrate some basic actions: jumping at potholes, turning at roundabouts and stillness at the traffic lights Respond to stimuli by choosing movements that explore travelling like a car Respond to stimuli by moving in different pathways and directions through space
We are learning: how to move our bodies like a ship moves in the wind	Demonstrate some basic actions: ways to turn, a range of gestures and stillness by balancing on one leg Share a short dance by moving like a sailing ship in front of other children Respond to stimuli by travelling like a boat to different compass points
We are learning: to use our bodies in different ways to be a train	Demonstrate some basic actions: travelling on bellies, gestures for trains and still tunnel shapes Respond to stimuli by travelling like a train by themselves, as a group and with a partner Respond to stimuli by making tunnel shapes and travelling through tunnel shapes
We are learning: how to communicate using Makaton sign language	Demonstrate some basic actions: leaping, turning by rolling, travelling by crawling and galloping, Makaton gestures Share a short farm animal dance with a partner Respond to stimuli by moving like a range of farm animals
We are learning: how to tell a story of house building with our bodies	Demonstrate some basic actions: building gestures (hammering, sawing, screwing, laying a wall) and stillness Respond to stimuli by creating shapes that have different dynamic qualities (floppy, spiky, strong) Respond to stimuli by moving and reacting to the key parts of The Little Pigs story
We are learning: to dance like fire and put out a fire	Demonstrate hopping, travelling by belly crawling, tiptoeing, fire gestures and hose gestures Share a short firefighter dance with a partner Respond to stimuli by moving like a fire on the spot and moving like a firefighter travelling around the room
Spring 2- Manipulation and co-ordination	
We are learning: to handle a balloon	Copy, repeat and practise a variety of balloon handling activities Coordinate limbs to carry out defined movements and actions
We are learning: to handle a ball.	Translate balloon control skills to managing ball with hands. Reproduce movements with a ball bilaterally. Rolling a ball with accuracy.
We are learning: to kick a ball.	Reproduce movements with a ball bilaterally with feet. Practise making contact with a ball using feet and legs.
We are learning: to hop, jump and step.	Respond to cues to change between hopping, jumping and stepping. Coordinate feet to practice hop, step and jump sequences.
We are learning: to send a ball or beanbag.	Watch, copy and repeat ways of sending, receiving and carrying. Find new ways/make choices of ways to send, receive, and carry objects by self and with a partner.
We are learning: to send and stop in a game.	Listen, respond and coordinate hands and feet to touch a target. Send and stop objects using hands and feet.
Summer 1- Speed, agility, travel	
We are learning: to move in different directions.	To move forwards, backwards and sideways with control and speed. To practise and improve speed through repetition. To show agility by changing direction in different games.
We are learning: to keep our bodies safe in running games.	To take part in chasing games safely and with control. To work with others in running games. To listen to and follow instructions to play different chasing and running games.
We are learning: to listen and respond with quick movements	Respond to instructions to change direction. React and respond with quick movements. Attempt to intercept a ball in a game.
We are learning: explore different ways to start moving, and stop safely.	Explore a variety of ways to start movement. Explore stopping with control. Apply starting and stopping skills to games
We are learning: to move our bodies at different speeds, fast and slow, and stay in control.	To explore and recognise the difference between fast and slow movements. To change speed safely and with control. To copy and create movements that show fast and slow actions.
We are learning: to use and improve all our movement skills.	Show control when stopping, balancing, and performing actions. Apply movement skills in new activities and games. Begin to reflect on performance and say how to improve.
Summer 2- Co-operate and solve problems	

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We are learning: to recognise card symbols and numbers while moving and playing games.	Recognise and match card symbols during movement activities. Move with control in space and respond to signals, both individually and in groups. Recall numbers and complete physical challenges linked to the cards.
We are learning: to work with a partner to cross the river	Follow instructions to perform individual coordination skills. Cooperate with a partner to move across defined areas.
We are learning: to use our bodies to make number shapes.	Stay active to raise heart rate Create number shapes with accuracy Cooperate with a partner to make larger numbers
We are learning: to match colours to actions and move in different ways	Name and perform actions, including jumps, rolls and travel. Associate an action with a colour. Some - Define their own trail.
We are learning: to work with others to make patterns.	Individually create a shape story using mime. Recognise and retrieve coloured items assigned to their group. Work cooperatively to construct shapes and patterns on the floor.
We are learning: to work with a partner to complete challenges.	Work cooperatively as part of a pair to move objects. Persevere through challenges. Listen and make decisions as part of a partnership.

Leap into Life- Foundation 2
Covered through the year- 4 lessons weekly

Traveling Movements: From Exploration to "Gait & Speed"

F2 Progression: The focus moves to mastering high-level coordination patterns like **skipping with a rhythmic step-hop** and changing speeds fluidly. F2 introduces distinct gait changes (e.g., transitioning smoothly from a side-step to a jog) and expects children to adjust their speed depending on the constraints of a game.

Spatial Awareness: From "My Bubble" to "Tactical Navigation"

F2 Progression: Children must actively **negotiate space dynamically while tracking an external factor** (like a rolling ball or a tagger). F2 introduces pathway concepts (moving in zig-zags, curves, or straight lines) and requires children to adjust their body orientation quickly to avoid obstacles, rather than just stopping.

Body Management: Developing the "Lunge & Squat"

F2 Progression: F2 directly targets fundamental strength mechanics, specifically the **lunge and squat techniques**. Children are taught to lunge with bent knees and an upright torso to the front, side, and back. Balances are progressed from wide, easy bases to narrow, unstable bases (like balancing on one foot while moving the arms).

Object Control: Intentional Sending and Receiving

F2 Progression: The outcome shifts to **accuracy and hand-eye/foot-eye coordination**. Children are expected to push, pull, throw, or kick an object toward a specific target or partner with intent. Instead of just blocking a rolling ball, they practice intercepting it and preparing their body to quickly send it back.

Social & Cognitive Outcomes: Rules and Self-Regulation

F2 Progression: Children learn to listen to, remember, and follow **multi-step rules in small group games**. They begin basic self-evaluation (e.g., recognizing if they landed safely on two feet) and take active responsibility for collecting and tidying away the PE apparatus.

Understanding Exercise & Healthy habits

F2 Progression: Understand the importance of regular physical activity and how exercise helps keep our bodies healthy. Talking about factors that support overall wellbeing, such as the basic differences between healthy and unhealthy food choices.

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National Curriculum intent statement- Physical Education

PE focuses on developing the whole child through a progressive building of agility, balance, coordination, and sport-specific skills built on the foundational skills provided in the early years. Our curriculum promotes physical fitness alongside mental well-being and character development. Whether working individually or in a team, children are explicitly taught sportsmanship and fairness. PE challenges children to make great choices regarding healthy and active lifestyles, teamwork, and tactical play, motivating them to consistently be their best active selves both physically and mentally.

Basic entitlement -

Year 1	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1- Send and Return 1	
We are learning: to hit a target	Practice throwing at targets accurately Pass a beanbag between pairs with some control Explain/show ways you can pass a beanbag/ball to a partner
We are learning: to defend a target	Experiment sending a variety of beanbags and different-sized balls Recognise how you can intercept a ball or beanbag Use basic defensive technique
We are learning: to roll and slide balls and beanbags	Score points by throwing a beanbag or ball into an opponent's hoop Demonstrate simple defending to stop beanbag/ball going into hoops Describe how they threw the beanbag and how they defended their hoop
We are learning: to shoot in a game to get points	Score points by throwing a beanbag or ball into an opponent's hoop Demonstrate simple defending to stop beanbag/ball going into hoops Describe how they threw the beanbag and how they defended their hoop
We are learning: to work with a partner to score points	Work with a partner to attack and defend a target against an opposition Describe simple ways you can work with your partner to score and defend points Play a game 2 v 2
We are learning: to use our attacking and defending skills in a game	Participate in competitive games against an opponent using attacking and defending skills. Comment on how you used different attacking and defending skills you have already learned to help you in your games.
We are learning: to send the ball over a net to our partner	Attempt to send a ball that can be returned by others consistently Feed a beanbag or ball into space to make it difficult for your opponent to return Work with a partner to track balls and return them over the net
We are learning: to track and stop a moving object using both hands	Use a variety of movements to track balls in different ways Chase, stop and control balls and objects Work collaboratively with a partner to complete skill-based challenges
We are learning: why different muscles are important when playing games	Hit a moving ball from a sitting position Maintain a tucked position for an extended period Control body and limbs to move efficiently on the floor
We are learning: to send balls accurately from different positions e.g. kneeling or sitting	Send objects from a variety of positions such as sitting, kneeling, and standing Play cooperatively in a competitive game situation Identify that there is a class of sport for people with disabilities
We are learning: to spot space on the playing area and hit the ball there	Identify tactics to outwit an opponent Identify and exploit the space available on the court Work as part of a team to score points
We are learning: to play a game with a partner	Use skills learned in more challenging situations against others Describe and show how to get into the correct body position to send the ball
Autumn 2- Attack and Defend	
We are learning: to hit a target	Practice throwing at targets accurately Pass a beanbag between pairs with some control Explain/show ways you can pass a beanbag/ball to a partner
We are learning: to defend a target	Experiment sending a variety of beanbags and different-sized balls Recognise how you can intercept a ball or beanbag Use basic defensive technique

We are learning: to roll and slide balls and beanbags	Experiment with different ways you can send a ball or beanbag Roll/slide a ball or beanbag to a partner and a target
We are learning: to shoot in a game to get points	Score points by throwing a beanbag or ball into an opponent's hoop Demonstrate simple defending to stop beanbag/ball going into hoops Describe how they threw the beanbag and how they defended their hoop
We are learning: to work with a partner to score points	Work with a partner to attack and defend a target against an opposition Describe simple ways you can work with your partner to score and defend points Play a game 2 v 2
We are learning: to use our attacking and defending skills in a game	Participate in competitive games against an opponent using attacking and defending skills. Comment on how you used different attacking and defending skills you have already learned to help you in your games.
We are learning: to find our pulse on our wrist	Recognise the reasons why heart rate increases during exercise. Discuss what makes exercise fun. Play a range of pulse raising activities.
We are learning: to move side to side to defend the goal	Play in a game with defined areas Play as part of a team to attack and defend Anticipate the direction of an attack
We are learning: to bounce a ball with control	To develop control when bouncing and passing a ball To work with a partner to move towards a target To understand how to defend by intercepting or blocking passes
We are learning: to aim at different targets	Play with a partner using throwing, catching and bouncing skills to score points Work under pressure to hit targets Transfer target skills into a competitive game
We are learning: to adapt to a game with changing rules	Play in a game where rules apply. Adapt to play to the rules. Recognise when rules have changed.
We are learning: to play in the best defensive position in a game	Identify where to stand to defend goals (hoops) best Play in competitive games Play using defined rules in a game
Spring 1- Gymnastic	
We are learning: to perform 'like' actions in a sequence.	Can link two like actions Can explain that 'like' actions are the same type of action Perform two rolls or two jumps, link them together and repeat
We are learning: to carry and set up apparatus safely.	Able to move the apparatus safely Can identify key points for moving the apparatus Transfer their 'like' sequence to the low apparatus
We are learning: to perform shapes on both large and small body parts	Identify that shapes can be performed on large or small body parts Use points and patches terminology and use to adapt shapes Use body tension to hold shapes
We are learning: two footed jumps, making shapes in the air	To perform two-footed jumps and create shapes in the air. To practise jumping safely on and off low apparatus. To link jump actions together to create a short sequence.
We are learning: to travel on our feet, showing good body tension	Explore ways of travelling on feet using good body tension Link types of travel to make a sequence Use knowledge of shapes and implement them within the sequence
We are learning: how to show levels in our sequence	Choose two like actions (rolls, travelling on feet, or jumps) that show different levels. Choose a shape to start and finish your sequence. Create and perform a six-element sequence.
We are learning: to move on, off and over apparatus and use the 'Magic Chair' landing	Recap 'like actions' from the previous unit (jumps and rolls) Show creative ways to move on, off and over the apparatus Use magic chair landing and say why it is necessary
We are learning: to rock on different parts of our body and rock using shapes	Experiment with rocking on different parts of the body Link rocking into simple sequences with a start, balance, rock and jump Develop flexibility through various ranges of motion
We are learning: to perform specific one-foot balances such as h and y balances	Perform a one-foot h and y balances Perform a front and back support Use creativity to create their own individual balances
We are learning: to perform actions at the same time as others (unison)	Introduce the concept of unison Count to keep time with others Practice and perform a simple jump, balance and rock movement pattern in unison
We are learning: to perform actions one person after the other (canon)	Introduce the concept of canon Transfer counting skills from unison to canon Practice and perform a simple jump, balance and rock movement pattern using canon

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We are learning: to turn and jump a quarter and half	To turn and jump a quarter and to turn and jump a half To work with a partner to create a short sequence using turning, rocking, jumping and balance Choose whether to perform using unison or canon
Spring 1- Dance	
We are Learning: to move as if we are in a jungle	Demonstrate some basic actions to represent exploring the jungle Identify the actions of others and specify the body parts used Apply simple choreographic relationships
We are learning: how to move like a friendly bear	Select appropriate movements Perform showing some meaning behind simple dance ideas Identify the actions of others and specify the body parts used
We are Learning: to create and perform movements which demonstrate friendship	Apply simple choreographic relationships, e.g. leading and following Share some ideas and listen to the ideas of others Demonstrate friendship with a partner phrase
We are learning: how to mirror other people's actions	Copy or mirror movements with some accuracy Select appropriate movements Share some ideas and listen to the ideas of others
We are Learning: some basic Lindy Hop actions	Copy or mirror movements with some accuracy Select appropriate movements and apply simple choreographic relationships, e.g. mirroring Can perform some basic Lindy Hop actions
We are Learning: what it feels like to perform a dance	Copy or mirror movements with some accuracy Perform showing clearly identifiable character actions Identify why they enjoyed a dance and respond to feedback
Spring 2- OAA	
We are learning: to follow simple instructions to complete a trail	Follow simple, multi-step instructions Complete a trail recording their answers Work independently on the tasks
We are learning: to find matching symbols	Accurately follow instructions issued by the teacher Confidently perform as an individual (some paired) to find the matching symbol Recall, recognise and remember 2 or 3 symbols
We are learning: to copy and create a hoop dance	Copy and perform increasingly complex actions Design and perform their own hoop dance sequence (some) to 8 beats Work with a partner to offer feedback to others
We are learning: to respond and make decisions	Respond and make decisions Make decisions on their own and as part of a team Understand how their decisions can affect a game
We are learning: to match shape symbols to pieces of equipment	Remember and explain what a symbol represents. Identify and match equipment to its symbol correctly. Work cooperatively as part of a team to find and collect the correct equipment.
We are learning: to work with a partner to complete a scavenger hunt	Show enthusiasm and motivation to lead others Work with others to create a simple movement trail Collaborate with a partner to meet the scavenger hunt challenges
Summer 1- Hit, Run, Catch	
We are learning: to select a space to throw or roll a ball into	Use a range of throwing and rolling skills to put the ball in space To be able to move quickly with agility to score points To be able to keep count of the score
We are learning: to track and collect a rolling ball	Able to track and collect a moving ball along the ground. Able to return the ball accurately back to a base or zone. Develop the skill of tracking and returning a ball in game situations.
We are learning: to catch a ball to stop an opponent from scoring	Catch accurately over a short distance to prevent opponents from scoring. Work together with other fielders to stop runners and return the ball quickly.
We are learning: to use our hands to hit a ball	Attempt to hit an object with the hand Self-feed ball to hit Describe the movements needed to hit successfully
We are learning: to hit a ball off a cone	Hit a ball from a cone into space using a cricket bat (or some paddle bat) Run between bases to score points. Work with others to field and return the ball quickly
We are learning: to work as a team to score points	Show collaborative work as a team to score points Show awareness of teammates when fielding Make quick and accurate passes as a fielder
We are learning: to run quickly to stump a base	Know what it means to stump a base Run quickly to stump the base Retrieve the ball and stump the base to stop the batter from scoring

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We are learning: to begin to hit a ball with accuracy	To hit balls off cones To decide where to hit Attempt to hit with accuracy
We are learning: to move and intercept the ball	Identify where batters are hitting the ball Work together to attempt to intercept balls Attempt to position themselves in the path of the ball
We are learning: to run around bases to score points.	Learn how to run safely and quickly around bases. Know the difference in running between bases and running around them Work as a team to score points by running around bases
We are learning: to catch a ball, to get a batter out	Learn what it means to "catch a player out." Watch and react quickly to catch a ball in the air. Work together as a team to try to catch batters out.
We are learning: to stop the other team from scoring points	Work collaboratively to restrict runs. Hit balls into space to score runs. Describe the key differences between the role of the striker and the role of the fielders.
Summer 2- Run, Jump, Throw	
We are learning: to start and stop at speed	Start and stop at speed. Identify techniques to move objects efficiently and quickly. Experience competition against themselves.
We are learning: to use our arms when running at different speeds	Run in a straight line at different speeds. Show power at the start of a run. Perform runs as part of a team.
We are learning: to take off on two feet to jump for distance	Experience a variety of jumps. Perform a standing long jump. Work in partnership, supporting each other to do well.
We are learning: to use our leading arm to help us throw	Throw a range of objects over a distance. Adapt throwing styles to different objects. Using a leading arm to direct a throw over a longer distance.
We are learning: to move in different ways to show good balance, coordination and agility.	To explore and refine basic agility, balance and coordination skills. Perform and show improvement.
We are learning: to take part in a competition using running, jumping and throwing skills	Use running, throwing and jumping skills. Compete with others. Say how you could have improved.
We are learning: to use agile movements in different activities	Perform running challenges in set times Support partner to improve their performance Recognise agile movements
We are learning: different ways to recognise the start and end of an activity e.g. whistle	Repeat repetitive actions for sustained periods of time Recognise improvements in performance Suggest how the lesson's activities relate to daily life
We are learning: to develop stamina when running	Develop stamina through a range of running activities Negotiate obstacles whilst maintaining running position Recognise changes in their bodies such as red cheeks and heavy breathing
We are learning: to develop core strength to improve throwing	Practise & perform core strength activities Suggest where exercises are relevant to other physical activities Improve throwing accuracy
We are learning: to stride and jump for height	Throw for accuracy and use footwork to dodge Develop stamina through a range of jumping and agility activities Play fairly, admitting when they are out in the game
We are learning: to choose the best starting position for running quickly	Explore and practise a variety of alternative start positions for running Choose the quickest position for starting a run Work with others to judge different running speeds

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Basic entitlement-

Year 2	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1- Send and Return	
We are learning: to stay on our toes to move quickly to the ball	Anticipate the flight of the ball fed from your partner On toes move towards the line of the ball and return Keep track of the score with your partner
We are learning: to identify which hand is dominant in a game	Players to identify their dominant and non-dominant side for sending a ball Play a modified game to send and return using dominant and non-dominant sides
We are learning: the basic rules of serving to our partner	Play a modified game introducing boundaries Use throwing and catching skills to play with a team to score points
We are learning: to develop agility and use it in a game	Develop agility in isolated challenges Perform with increased agility in a conditioned game
We are learning: to use the correct grip to hit a self-fed ball	Use correct grip to hold a tennis racquet Send, receive and stop a ball using a racquet along the ground Use self-feed to hit a ball to partner
We are learning: to use the ready position in a rally	Able to self-feed to send a ball to a partner using a racquet Attempt to combine skills to perform a rally
We are learning: to feed a ball to our partner with consistency	Play a variety of roles in games Accurately send a ball to specified areas (Some) respond to partner and play a simple rally
We are learning: to send the ball to different parts of the court	Use a long high ball to reach the backcourt Send a low short ball to the front court
We are learning: to throw and catch in a seated position	Throw into space to make it difficult for your opponent (sitting) Develop catching and throwing skills while seated Develop collaborative team skills
We are learning: to accurately serve the ball to different parts of the court	Serving to a specified area Use a range of sending skills to serve Play out point from serve
We are learning: to use overarm attacking shots in a game	Develop volleyball skills further to standing Develop throwing into hitting Play using attacking shots
We are learning: to manage what we should be doing within the competition	Play in a volleyball style game Play as an individual Develop greater control of the ball
Autumn 2-Attack, defend and shoot	
We are learning: to kick the ball over long and short distances	Send the ball with the feet by kicking Kick with the inside of the foot Play in a game with others using kicking skills
We are learning: to stop a ball by cushioning it	To control and cushion the ball using the inside of the foot. To stop the ball under control before making the next pass. To apply controlled receiving skills in small-sided game situations.
We are learning: to work as a team to keep the ball	Moving the ball with feet by dribbling Passing consistently within a small group Working with others to keep possession of the ball
We are learning: to bounce a ball with my partner	Play in a game with defined areas Play as part of a team to attack and defend Move the ball independently by bouncing
We are learning: to bounce the ball while we are moving (dribbling)	To move the ball using basketball-style dribbling Link dribbling and passing Play collaboratively to attack a goal

We are learning: to pass the ball forward in a game	Play with and against others Make some attempt at attacking collaboratively Make choices on where to stand when defending as part of a team
We are learning: to throw different types of equipment	Pass and receive the ball around the playing area showing some control Work collaboratively to keep possession by passing accurately
We are learning: to move to space after passing a ball	To send and receive moving into space Play with a variety of balls Move into space in a game situation
We are learning: to pass and move forwards to a target with a partner	To work with a partner to progress towards a target Co-ordinate hands and feet to progress forwards Attempt to use simple attacking play in a game
We are learning: to position ourselves as a goalkeeper	Examine the role of a goalkeeper Perform defensively as an individual in a game Recognise quality of goalkeeping
We are learning: to intercept a ball from a person on the other team	Show awareness of opponents and teammates in a game Explore the concept of intercepting in invasion games Choose when to attempt to intercept the ball
We are learning: to use the skills we have developed in a competition	Implement basic goalkeeping, attacking play and intercepting in games Make early decisions in games Practise to improve existing skills
Spring 1- Gymnastics	
We are learning: to combine 4 elements into a floor sequence.	Use prior learning to create a 4-element sequence Use a tuck rock within a sequence Perform using a recognised point or patch balance as the start and finish shape
We are learning: to create power in a variety of different jumps.	To generate power when performing jumps for height and distance. To land safely and with control using a Magic Chair position. To combine different jumps into a simple sequence with control and balance.
We are learning: to take weight on our hands, on, off and over apparatus	To refine weight-on-hands movements and adapt them using apparatus. To develop control when transitioning between tummy-up and tummy-down positions. To combine jumping and weight-on-hands actions into a short gymnastics sequence.
We are learning: to use our flexibility in a bridge and Japana gymnastic shape	Able to recognise what it means to be flexible Explore their own flexibility with a Japana and bridge shape Use a variation of Japana and bridge in a sequence
We are learning: to perform the one-point balance called arabesque.	Develop the Arabesque and other point balances with control. Explore travelling at contrasting speeds to link actions. Create a sequence combining point balances and different speeds.
We are learning: to perform a teddy roll	Develop confidence performing the Teddy Roll with control. Use pathways to add interest to work. Select and combine gymnastics skills into a simple sequence.
We are learning: to use a relevé walk in a sequence	Introduce relevé walk and front support Recall actions from previous learning Transfer movement pattern to floor, mat and apparatus
We are learning: to perform a dish and arch shape, moving smoothly from one to the other	Transition from a dish to an arch shape smoothly Identify where the muscles of their core are that control movement Create a short sequence demonstrating flow
We are learning: to develop our strength in a back support and crab	Develop arm and shoulder strength through crab movements Use back support within a sequence Add new actions to a short body management sequence
We are learning: To frog jump and leap frog	To frog jump individually and with a partner To work with others to complete a set of jumps To link a frog jump with previous actions in the best way
We are learning: to hold an L-sit with a straight back	Demonstrate control in a straight jump Hold an L sit and use it effectively in a sequence Link frog jump, L-sit and straight jump in a smooth sequence
We are learning: To bring rhythm and flow to our sequence	Refine and develop a routine to ensure it is aesthetically pleasing Perform with rhythm and control (Some) combine all 9 elements of the unit 2 body management in order
Spring 1-Dance	
We are Learning: How to move like Penguin Small	Can demonstrate co-ordination and accuracy in their movements Can apply facial expression and respond to the music Can offer feedback and make some changes to their work in response to suggestions

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We are Learning: How to move like a polar bear	Accurately use basic actions to move as a polar bear Demonstrate a polar bear phrase responding to the music and using mean and angry facial expressions Tell a partner if they used mean/angry expressions and if they remembered the polar bear phrase accurately
We are Learning: How to move like a snowman	Can apply positional language to their dance Can perform in a duet Can contribute some ideas to others and respond to their suggestions
We are Learning: How to move like the sea using canon	Can apply spatial and dynamic choices to communicate their dance idea and apply unison and canon Can offer feedback and make some changes to their work in response to suggestions
We are Learning: How to make an ending to a dance	Can explain that a dance has a beginning, middle and end Can give feedback to another pair about their duet Can create an ending to their dance phrase
We are Learning: How to perform a class dance with beginning, middle and end	Can perform the penguin small entire dance accurately and with coordination Can apply facial expression and respond to the music Can give personal feedback about the dance
Spring 2-OAA	
We are learning: to work as a team to complete a task	Work as part of a team to complete a task Adapt to use equipment in unconventional ways Volunteer your ideas to help the team succeed
We are learning: to use searching and observation skills to find shapes	Recap handling, ordering and organising speed stack cups Build on searching skills Work to extend coordination
We are learning: to copy and then create a simple movement pattern	Copy and repeat a simple pattern Compose a small group movement pattern Show confidence in performing in front of others
We are learning: to give cues to guide a blindfolded person safely	Lead someone who is blindfolded using verbal and tactile cues Be led by someone when blindfolded
We are learning: to work well with others and have fun playing different games	Cooperate with others within different groups and teams Apply communication skills in a range of different games and tasks Have fun and enjoy participating in the activities
We are learning: to match map symbols	Can explain what a map symbol is and why it is used Work independently to match a symbol Collaborate with a partner to meet the scavenger hunt challenges
Summer 1- Hit, Run, Catch	
We are learning: to hit a ball and score points by running to cones	Work as a team to field a ball back to a base Run and touch cones to score points Make choices about where to hit the ball
We are learning: to defend a target by kicking	To defend a target by stopping the ball from hitting the stumps. To use the inside of the foot to kick the ball accurately and with control. To work as a team to field, return the ball quickly, and limit the kicker's runs.
We are learning: to bowl underarm with control	To learn how to bowl a ball underarm using the correct technique. To aim and control the ball accurately towards a target. To understand how bowling is used in striking and fielding games such as cricket and rounders.
We are learning: to hit a ball using different bats and techniques	Experiment with different bats to see which are easier or harder to hit with Make choices about where you are going to hit the ball Work cooperatively to practice hitting skills
We are learning: to throw accurately to a base	Stand in positions ready to catch a ball. Throw quickly and accurately under pressure. Stump a base in a game to get a player out.
We are learning: to apply our striking, fielding skills in a game situation, using what we've learned to play fairly	Play as part of a team in the field. Apply simple tactics to gameplay. Play in different roles and positions.
We are learning: to time our run around the bases to stay 'safe'	Work as a team to return a ball to a base Work individually to score runs Increase running pace to score runs and stay 'safe'

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We are learning: to strike the ball accurately into space by choosing where and how to hit it.	To choose where to hit the ball to find space and score points. To adjust body position to hit the ball in different directions. To strike the ball with greater control and consistency
We are learning: to bowl the ball so it bounces in front of the batter	Bowl accurately so the ball bounces before reaching the batter. Vary the length of the delivery for the batter to hit. Apply their bowling and fielding skills in a competitive game situation.
We are learning: about the role of the wicketkeeper	Recognise the role of a wicketkeeper Position yourself to stop balls Practise the role of wicketkeeper and attempt to stump players out
We are learning: to develop fielding skills by reacting quickly to different types of balls	To move quickly to collect a rolling or bouncing ball and return it accurately. To track and catch a ball in the air To work with teammates to decide who fields and who returns the ball.
We are learning: to bowl underarm in a game with accuracy	Attempt to vary bowling and bowl accurately Bat into space and score runs Work as a team to restrict runs
Summer 2- Run, throw, jump	
We are learning: to explore and use different throws to make them more accurate and go further.	To try a variety of throwing actions such as underarm, overarm, rolling, and pushing. To understand how body position and movement affect how far or accurately we can throw. To choose the best type of throw for a given target or distance.
We are learning: to create power with our legs to turn at speed	Have a basic understanding of what power is. To develop power by pushing off the ground quickly. To move with balance and control in games.
We are learning: to move through an obstacle course with speed and control	To move quickly, carefully and with control. To send objects accurately towards a target. To develop speed and coordination in simple obstacle activities.
We are learning: to choose the best throw for different situations	Participate in three different throwing games Use a variety of different throws according to the activity Explore which throws are better for accuracy, which are better for distance and which are better for height
We are learning: to work with our partner and explore different jumps for distance.	To explore and perform different types of jumps. To notice how different jumps affect distance. To work cooperatively with a partner or team when jumping.
We are learning: to compete as part of a team to run, jump and throw	Work as a team to throw and jump for distance. Work together to run quickly and with control. Take turns to jump as far as possible using good technique. Measure and record results to track team performance.
We are learning: to work individually to run over a longer distance	Work individually to run for a sustained period Discuss thoughts and feelings surrounding the physical challenges Work cooperatively to complete a jumping and throwing task
We are learning: to develop strength and jump for height	Play games to improve jumping skills Develop strength through isolated strength-building activities Work with a partner to jump for height
We are learning: to create power when throwing for distance	Use overarm throwing technique in a variety of contexts Throw with power over longer distances Attempt to throw with accuracy
We are learning: to use breathing techniques to be able to run more easily	Run as a team Develop stamina through consistent running activity Attempt a new breathing technique
We are learning: to adapt our rolling style for different games	Roll the ball accurately using footwork to direct the roll Adapt rolling skills to suit a variety of games Work with others to use rolling skills to win points
We are learning: to listen to others and work as a team to achieve the highest score possible.	Perform a range of skills in competition Compete as part of a team Persevere to complete a task

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Physical development, Gross motor and Physical Education Learning Sequence

Basic entitlement-

Year 3	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1- Tennis	
We are learning: to use the ready position to return a ball	Play in a game against an opponent Throw or hit a ball over a bench to score points Get in the ready position to catch or return a ball before it bounces twice
We are learning: to hit the ball to different parts of the court using a forehand hit	Recognise the types of hitting needed for different areas of the court Throw/hit to targets on a court Use long high throws/hits for far targets and short low throws/hits for closer targets
We are learning: to perform an underarm serve to start a rally	Demonstrate an underarm serve (over cones or benches) Explain when a service is used Serve with some accuracy to targets
We are learning: to move towards a ball to return it over the net	Move towards a ball to return (hand or racquet) Perform a forehand shot on a moving ball
We are learning: to play cooperatively with a partner to keep the ball moving over the net	Perform in a rally with a partner Keep track of the score and aim to beat the previous score during a rally Describe the skills needed to keep a rally going
We are learning: to perform forehand hits to score points in a competition	Play in games against other children Use forehand hitting skills to score points Move towards the ball to return to the other side
Autumn 1- Dance unit 1	
We are learning: how to represent the character of Matilda in our movements	Respond appropriately to different types of music Can order their ideas to structure a simple dance Can offer and receive constructive feedback
We are learning: how to demonstrate Matilda's magical powers in a duet	Contribute ideas and respond positively to others. Organise ideas to create a simple dance. Describe actions, space, dynamics and relationships, giving reasons.
We are learning: how to represent the character of Miss Trunchbull in our movements	Can recall and repeat movement phrases from memory Can use focus in a performance and respond appropriately to different types of music Can offer and receive constructive feedback
We are learning: how to demonstrate Miss Trunchbull's punishments in a duet	Structure a duet with a clear beginning, middle and end. Share and combine ideas with a partner to create a duet. Describe and interpret another pair's duet, explaining their actions, dynamics and relationship.
We are learning: how to put our ideas together to create a class dance	Rehearse the class dance and remember the sequence of movements. Listen to feedback and use it to improve performance.
We are learning: how to perform a class dance	Can recall and repeat movement phrases from memory Can focus during their performance Perform in front of an audience
Autumn 2-Tag rugby	
We are learning: to use speed to run past defenders	Grasp the principle of moving forward to score over a line Judge when to move to evade taggers Select when to use speed to score points
We are learning: how to use a short pass in a game	Perform an effective short pass. Explore ways of passing within a team. Apply passing skills in the game
We are learning: to use agility to evade being tagged	Explore a range of techniques to avoid being tagged Evade players to score points Communicate with others to score points
We are learning: to understand and apply the tag protocol in game situations	Improve passing skills on cue Except when you've been tagged Play in a sportsmanlike way in both defence and attack

We are learning: to close down an attacker's space as a defender	When defending, get close to the ball carrier Work together as defenders Explain what is meant by closing down space
We are learning: to perform a backwards pass to continue an attack	Implement new skills in the AFL game Experienced passing back in an unopposed situation Listen to others to work as a team
Autumn 2- Dance unit 2	
We are learning: How to represent pirates in our movements.	Can recall and repeat pirate movement phrases from memory. Can use focus in a performance and respond appropriately to different types of music. Can move to the beat of 4 and 8. Can offer and receive constructive feedback
We Are Learning: How to create a journey duet.	Can contribute ideas for the journey duet and respond positively to others. Can order their ideas to structure a simple dance. Can describe the action, space, dynamics and relationships used in a dance and offer a reasoned explanation
We Are Learning: To create a searching solo phrase.	Can work in solo to recall and repeat movement phrases from memory. Can use focus on the music and use it for inspiration to explore for treasure. Can offer and receive constructive feedback.
We Are Learning: To show in our dance that we have found treasure.	Can order their duet ideas to structure a simple dance showing character and narrative. Can contribute ideas for the treasure duet and respond to the suggestions of others. Can describe the action, space, dynamics and relationships used in a dance and offer a reasoned explanation
We Are Learning: to combine our solo and duet phrases into a class dance	Can recall and repeat each section of the pirate dance from memory. Can offer and receive constructive feedback
We Are Learning: to perform a class dance.	Can perform a pirate dance accurately and with flair. Can use focus in a performance and respond appropriately to different types of music. Show enjoyment and engagement in performance.
Spring 1- Gymnastics unit 1	
We are learning: to show extension and tension in our actions	Explore contrasting actions and show examples Demonstrate extension and tension in shapes Create and perform a sequence using contrasting actions
We are learning: to move in and out of contrasting shapes with fluency	Develop a shoulder stand using a series of progressions. Explore different ways of moving smoothly into and out of shapes and balances. Create a short sequence using contrasting actions with good extension and body tension.
We are learning: to perform a sequence using different types of rolls.	Consolidate and improve the quality of basic rolls Show strength and flexibility in rolls Copy and refine an individual rolling sequence
We are learning: to perform different shape jumps from low apparatus with control	Develop straight, tuck and star jumps from low apparatus with control. Perform jumps in unison with a partner. Create a sequence combining rolls and jumps with good timing and quality.
We are learning: to perform a short group sequence in unison, taking weight on our hands	Develop confidence in taking weight on hands. Perform Knees to Tabletop with control and good technique. Work with a group to perform a short sequence in unison.
We are learning: to create a group performance using contrasting actions	Choose and apply contrasting shapes in a sequence Work in a group of 3 or 4 to produce a contrasting sequence Include unison in sequence
Spring 1- Handball	
We are learning: to use the ready position to catch effectively	Attempt to catch efficiently using the correct catching position Perform underarm throws efficiently and accurately
We are learning: to perform accurate passes in different situations	Continue to develop catching securely and safely Perform two new passes which could include overarm and two-handed bounce pass Decide which pass will be more effective in different situations
We are learning: to move with the ball using the 3 step rule	Moving with the ball successfully to create a chance to pass/shoot Moving quickly with the ball to get closer to the opponent's goal area Attempting the 3 step rule with confidence
We are learning: to prevent the ball from being passed by blocking and intercepting	Use defending positions to attempt to block the ball Force an error from your opponent
We are learning: to use quick, effective passes to attack as a team	Use attacking positions to exploit gaps in the defence Use effective passing and movement as a team to create chances to score

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	Move quickly as a team-up the pitch to counterattack opponents
We are learning: to develop accurate passing and move into space in a game	Use a range of accurate passes to build an attack ² . Use tactics and work together to score goals ³ . Suggesting ways to improve own & others' game
Spring 2- Gymnastics unit 2	
We are learning: to perform a japana	Recap front support and rolling from dish to arch Introduce leaning towards 'Japana.' Link smoothly Japana—arch—front support—lower to ground
We are learning: to use bounces and broad jumps in a sequence	Identify the primary muscles used for jumping Engage muscles to jump high, straight and far Bouncing and broad jumping in sequence
We are learning: to attempt a half lever	Mirror and match actions with a partner Move in unison with a partner Perform a leg raise dish and half leaver with a partner
We are learning: to transition from a japana to another shape with control	Revisit previous learning on front support and arch Introduce Japana and its progressions Link smoothly from Japana—front support—lower to ground
We are learning: Stretches while moving and when we are still to increase our flexibility	Introduce box splits; full, right and left Perform some dynamic and static stretches to improve range of movement
We are learning: to show strength, flexibility and control in our sequence	Combine all elements of unit 2 body management in the order taught: Bounce— the dish with an alternating leg out—half lever—Japana—arch—front support—lower to ground—right split—box split—left split—shoulder shape—broad jump Perform demonstrating flexibility and extension in actions
Spring 2-OAA	
We are learning: to use clear communication, strength and flexibility to complete a task	Show working as part of a team Communicate to solve problems To use strength and flexibility to complete a task
We are learning: to work with others to recognise and match colours and symbols	To match colours with the corresponding equipment To complete tasks using symbols and a map key To work with others to complete simple map-reading tasks
We are learning: to follow and create action pathways using an Action Map Key	Interpret symbols to complete physical actions Make decisions based on visual information Collaborate to design and test ideas Build independence, communication, and problem-solving in PE
We are learning: to work with others and identify what went well and what we could do to improve	Respond to problems in a group situation Identify what worked well and what they need to improve when working as a group Play competitively and fairly
We are learning: to work together in different roles to build, defend, and knock down castles in a team game	Build upon Castle-making skills from last lesson Work cooperatively as a team to beat the opposition Play effectively in a variety of role
We are learning: to safely take part in trust-based activities	Lead and be led by others Take part in trust-based activities Know what they must do to participate safely
Summer 1- Netball	
We are learning: to perform quick, accurate chest passes	Pass and receive the ball using a chest pass Work collaboratively to keep possession and score points by passing accurately Explain how accurate passes help when attacking
We are learning: to use dodging to get free from our opponent	Recognise the need to get 'free' from opposition players Demonstrate dodging techniques to get 'free' Discuss & explain why you need to be free from a player when receiving the ball
We are learning: to catch a netball.	Demonstrate catching in isolation Demonstrate catching under pressure Show awareness of footwork rules
We are learning: to use a bounce pass to feed the goal shooter	Introduction to the role of goal shooter Work to get the ball to the goal shooter Use a bounce pass to feed the ball to the goal shooter

We are learning: to throw for distance using a shoulder pass	Throw over longer distances using shoulder pass Recognise which throw is needed over shorter & longer distances Use shoulder pass in a game to build attacking play
We are learning: to collect a loose ball.	Use a range of passes to build an attack Collect a loose ball that is rolling or bouncing Play in a game attacking and defending
Summer 1 - Rounders	
We are learning: to be ready to field the ball	Be ready to field a ball using the correct body position To develop striking, running and fielding skills in a game To work as a team to stop batters scoring points
We are learning: to bowl with some consistency in a game	To bowl an underarm ball at a target at an appropriate height To bowl with some consistency in a game situation To work collaboratively to send the ball back to the bowler
We are learning: to hit a moving ball with one hand	Strike a bowled ball To apply simple tactics to choose where to hit the ball Count and remember runs scored
We are learning: to stop a moving ball using the long barrier technique	Stop a moving ball with consistency Collect and return a moving ball Work as a team to stop and pass the ball in the field
We are learning: to throw longer distances using overarm technique	Throw over longer distances using overarm throw Throw to appropriate bases based on the scenario of each conditioned game
We are learning: to select and apply new skills in a competition	Use accurate throws to return a ball to the bases/bowler Strike a bowled ball to score runs for your team Suggest ways to improve your own & others' game
Summer 2- Athletics	
We are learning: jumping, and hopping in sequence	Challenge yourself to jump in different ways Improve jumping distances Copy and describe what others have done
We are learning: to run at different speeds	Run at different speeds Start-stop and change pace with control Demonstrate agility in running
We are learning: to approach and jump hurdles	Combine running and jumping Jump over apparatus with control and balance Judge speed to jump safely
We are learning: to throw a javelin using the pull throw technique	Throw for accuracy Throw for distance Experiment with a variety of throws
We are learning: a variety of skipping techniques	Practice a variety of skipping techniques Participate in skipping challenges against self and others Discover ways to skip with a partner
We are learning: to keep score accurately over a range of events	Take part in running, throwing, and jumping events Work as a team to score points Identify ways to improve performance
Summer 2- Cricket	
We are learning: to hit a stationary ball into space using the straight drive	Hit a stationary ball into space Retrieve and throw the ball as a fielder Explain how fielders work together to restrict batters runs
We are learning: to bowl underarm to a batter with some consistency	Bowl an underarm ball at a target Bowl with some consistency in a game situation Work collaboratively to send the ball back to the bowler
We are learning: to use the correct footwork to strike a bowled ball	Strike a bowled ball Apply simple tactics to choose where to hit the ball To score runs
We are learning: to stop a moving ball using the long barrier technique	Stop a moving ball with consistency Collect and return a moving ball Work as a team to stop and pass the ball to the field
We are learning: to throw longer distances overarm	Throw over longer distances using an overarm throw Recognise when to throw over longer distances Recognise the rules of the modified game and use them fairly

We are learning: to perform as a wicketkeeper	Use accurate throws to return a ball from the field Strike a bowled ball to score runs for your team Suggesting ways to improve own and others game
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Physical development, Gross motor and Physical Education Learning Sequence

Basic entitlement-

Year 4	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1- Tennis	
We are learning: to return to the middle of the court after playing a shot	Be in the correct position to move and receive/return balls Be alert to your opposing player Identify types of throws to different targets
We are learning: to accurately use the forehand in game situations to score points	Explore techniques used in a forehand shot Play in small games against opposition using forehand shots to score points
We are learning: to play a backhand shot with some control	Introduce backhand shots Attempt to self-feed for backhand shots Identify the differences between forehand and backhand shots
We are learning: to combine ready position and court movement to consistently return the serve	Demonstrate ready position to return serve Move towards and return a moving ball Return balls to different places on the court
We are learning: to work with a partner to score points in a game	Use tennis skills to play in doubles games Work together to score points Work together to stop the opposition scoring points
We are learning: to use forehand and backhands shots to score points in a competitive situation	Play in a game keeping score Describe how to score in a variety of different sceneries in tennis Play competitively and cooperatively with others and against others
Autumn 1- Dance unit 1	
We are learning: how to create a Secret Agent solo dance	Can select and apply some performance skills to suit the intent of the dance Can apply spatial variations to their secret agent phrase (levels and direction of travel) Can describe and interpret the action, space, dynamics, and relationships used, giving justifications
We are learning: how to remember, perform and master an agent phrase	Can demonstrate control and precision to refine the quality of their movements Can use performance skills such as characterisation and focus Can frequently offer constructive feedback and make some improvements to their own work
We are learning: how to develop a trio dance using relationship variations	Can apply relationship variations to their phrase, including formation and canon Can contribute ideas regularly and respond effectively and sensitively to the ideas of others Can make improvements to their trio work based on the feedback they have received
We are learning: how to create a combat trio	Can contribute ideas regularly and respond effectively and sensitively to the ideas of others Can produce a range of ideas to select from and refine them by applying a combination of spatial, dynamic and relationship variations Can frequently offer constructive feedback and make some improvements to their own work
We are learning: how to use gestures to create a secret mission ending	Can rehearse effectively, applying some performance skills to suit the intent of the dance Can contribute ideas to build the end of their dance phrase Can describe and interpret the action, space, dynamics and relationships of a group's mission dance
We are learning: how to perform a secret agent dance with control, precision and skill	Can demonstrate control and precision in their final performance Can select and apply some performance skills showing the character of a secret agent, showing sustained energy throughout the dance Can describe and interpret the choreography of another group, giving reasoned feedback on space, dynamics, action and relationships.
Autumn 2-Tag rugby	
We are learning: to use accurate passes to create an attack as a team	Pass and receive the ball with accuracy Work as a team to attack Explain the importance of accurate passing
We are learning: to pick the ball up from the floor and run with it to start an attack	To pick up the ball quickly and effectively. To keep possession by supporting the ball carrier. To work as a team to move the ball into space and attack.
We are learning: to keep possession of the ball and build an attack	Keep possession of the ball in small groups unchallenged Keep possession of the ball and progress up the pitch consistently

We are learning: to evade being tagged	Run with the ball and evade being tagged Able to identify when to run or pass Change speed when running with the ball
We are learning: to use changes of speed to create gaps to run into	Receive ball and run into space Receive the ball in a game and use a change of speed to create space
We are learning: to create attacking opportunities in competitive games	Use different length passes to attack Use tactics and teamwork to score tries Suggest ways to improve own and others game
Autumn 2- Dance unit 2	
We are learning: to use the Jumanji story to create a dice and counter solo dance	Can select and apply stamina and energy to the Jumanji storyline Can create, select and refine ideas using space and dynamics Can describe and justify how action, space and dynamics are used in a dance
We are learning: to remember, master and perform a monsoon phrase	Can demonstrate control and precision to refine the quality of their movements Can select and apply some performance skills to suit the intent of the dance Can frequently offer constructive feedback and make some improvements to their own work
We are learning: to develop a trio dance using relationship variations like moving away/towards	Can produce a range of ideas to select from and refine them through moving away/towards, and contrast Can frequently offer constructive feedback in relation to away/towards and contrast Can make improvements based on feedback to their Monsoon trio phras
We are learning: to create a rhino trio phrase and use timing to make it interesting to watch	Work with others to create a rhino trio phrase Produce a range of ideas to select from and refine them by applying timing and movement quality variations Offer feedback on the rhino phrase in relation to timing and movement quality
We are learning: to use actions to create the ending to the board game	Rehearse showing more control in movement and displaying movement memory Work with others to create an end phrase for the board game Watch the ending of another group. Explain and interpret their movements and justify why they thought this based on the actions they watched
We are learning: to use performance skills in our Jumanji dance, showing control, precision and skill	Perform the full Jumanji dance with control and precision Can select and apply some performance skills to suit the monsoon and rhino phrases Can interpret other groups' choreography, referring to the action, space, dynamics and relationships they used.
Spring 1- Gymnastics unit 1	
We are learning: to perform a weighted bunny hop showing control and balance	Link balance and travel with given actions Introduce weighted bunny hop Show control and tension
We are learning: an arabesque balance and over-the-shoulder roll	Experiment with one-footed balances Introduce roll over the shoulder to knees Combine start, weighted bunny hop, three travelling steps, arabesque, roll over the shoulder to knees
We are learning: to identify and engage core muscles for stability	Identifying muscle groups to support front and side support Take part in a series of mini Tabata
We are learning: to smoothly transition from front support to side support	Recap core muscles needed to support transitions Work with a partner to practise, and refine transition between movements with control Practise front support, press up, to side support and pike using increased control of core from the last session
We are learning: to perform a shoulder stand with control	Develop balances for taking weight on shoulders Progress shoulder balance to shoulder stand Recapping cartwheel
We are learning: to combine all elements of this unit into one sequence showing smooth transitions	Combine all elements of Unit 2 Sequence in the order taught Perform demonstrating smooth transitions
Spring 1- Handball	
We are learning: to protect the ball from our opponent after catching it	Catch the ball and protect Play in a competitive game scoring goals in a scoring area
We are learning: basic overarm shooting technique	Attempt to shoot using an overarm technique Shoot outside a defined area Work as part of a team to get into positions to shoot

We are learning: to build an attack in a team using a 3 man weave	Defining the role of circle runner Circle runner and centre working together to build an attack Build attacking play in games
We are learning: to perform turns on the move to get back and defend	Turn to space to get into defensive positions Successfully perform first-wave defence Describe the defensive positions you need to be in
We are learning: to perform a 7-metre throw with power and accuracy	Introduce the 7-metre throw and when it is used Technique for the 7-metre throw Play in games implementing rules for the 7-metre throw
We are learning: to use a throw off to restart a game	Use correct rules to start and restart a game Rotate to play in a variety of positions Keep the 3-metre distance rule
Spring 2- Gymnastics unit 2	
We are learning: to perform a weighted bunny hop showing control and balance	Link balance and travel with given actions Introduce weighted bunny hop Show control and tension
We are learning: an arabesque balance and over-the-shoulder roll	Experiment with one-footed balances Introduce roll over the shoulder to knees Combine start, weighted bunny hop, three travelling steps, arabesque, roll over the shoulder to knees
We are learning: to identify and engage core muscles for stability	Identifying muscle groups to support front and side support Take part in a series of mini Tabata
We are learning: to smoothly transition from front support to side support	Recap core muscles needed to support transitions Work with a partner to practise, and refine transition between movements with control Practise front support, press up, to side support and pike using increased control of core from the last session
We are learning: to perform a shoulder stand with control	Develop balances for taking weight on shoulders Progress shoulder balance to shoulder stand Recapping cartwheel
We are learning: to combine all elements of this unit into one sequence showing smooth transitions	Combine all elements of Unit 2 Sequence in the order taught Perform demonstrating smooth transitions
Spring 2-OAA	
We are learning: to work collaboratively to complete a problem-solving task	Perform AFL task as part of a group Suggest ways to solve the problem Support others to participate in the task
We are learning: to recognise and move using cardinal compass points	Recognise compass points Work in partnership to navigate in different directions Listen and be directed by others
We are learning: to name and recognise the intercardinal points of the compass	Explain what an intercardinal compass point is Successfully navigate a route using cardinal points Communicate as part of a team to complete a team-building game
We are learning: to complete an orienteering task quickly but calmly	Perform under time pressures working at speed Refine answers from clues Work independently from the teacher
We are learning: to work with a partner to use a map to follow a route.	Use a map to follow a route Work cooperatively with a partner Evaluate their success
We are learning: to recognise and recall common map symbols from a key	Recognise common map symbols Remember and recall map symbols Determine when they need help and use prompt cards
Summer 1- Netball	
We are learning: to protect the ball once we have caught it.	Catch the ball and bring it to the chest to protect Play in competitive games scoring goals in a scoring area
We are learning: to use basic shooting techniques in a game	Attempt to shoot using the correct technique Recognise shots can only be taken within the semi-circle Work as part of a team to get the ball to the shooter in the semi-circle
We are learning: one to one marking	Play in a game using one-to-one marking Recognise the need to stay with a player when marking

We are learning: to pivot once we have caught the ball.	Catch the ball and obey footwork rules Use pivot action once the ball is caught
We are learning: to use quick feet	Demonstrate quick feet movements to move around the court Use quick feet in a conditioned game to get away from your opposition Show quick feet and readiness to catch the ball
We are learning: to use preliminary moves	Show an understanding of preliminary moves Find space to get free in a game Play in set netball positions in a match
Summer 1- Rounders	
We are learning: to hit the ball in different directions	Throw and catch the ball with increasing accuracy Hit the ball into zones to score points Work as an individual to keep score
We are learning: to run between the posts and avoid getting stumped out	Run at speed to avoid being stumped out Choose when to run onto the next base Know some of the basic running and stumping rules
We are learning: to intercept the ball using one hand	Observing and moving towards a ball in the field Intercept balls to stop runs in game situations Work with the team to return balls in the field
We are learning: to underarm bowl, abiding by the rules of bowling	Attempt to bowl 'Good balls' abiding by the bowling rules Use the underarm bowl technique in a game situation Describe the rules of and surrounding underarm bowling
We are learning: to play the role of backstop in a small game	Show the position and stance in the role of the backstop As a backstop, make quick decisions about where to throw the ball Explain the essential role of the backstop in rounders
We are learning: the rounders scoring system and using it in a game	Play in a game using basic elements of the rounders scoring system Describe how to score a full-rounder and how to score a half-rounder Identify when a no ball has been bowled
Summer 2- Athletics	
We are learning: to challenge ourselves in running, jumping and throwing tasks	Challenge yourself to jump in a variety of ways for distance and height Show different ways of running and moving Compare different throws using different types of equipment
We are learning: to accelerate over short distances	Assess what fast running feels like Practice and perform running at speed Compete over shorts distances against self and others
We are learning: to run and jump using a one-footed take-off	Use running to increase the distance of jumps Judge speed to take off from a specified point Demonstrate control upon take-off
We are learning: to use a sling action to throw a discus	Throw a range of equipment safely Introduce the sling throw technique for discus Practice with different equipment
We are learning: to run on a curve and exchange a baton in our team	Perform running on a curve Perform a baton exchange Analyse as a team how to improve the baton exchange
We are learning: to apply the skills we have developed in a competitive way	Work together in small teams to score points on running, jumping and throwing activities Challenge yourself to improve scores using feedback Evaluate to aim to enhance performance a second time
Summer 2- Cricket	
We are learning: to use a batting stance and hit the ball in different directions	Begin to direct shots with some accuracy Use the basic batting stance Implement skills from year 3 into AFL task
We are learning: to anticipate when to run to score singles	Anticipate when to run to score singles Work with a partner to score runs Run at speed to avoid being run out
We are learning: to intercept a moving ball with one hand	Intercepting a moving ball over varying distances Intercept balls to stop runs in game situations Work with the team to return balls in the field
We are learning: to bowl overarm	Bowl overarm from a stationary position at a target Attempt to bowl overarm in a game Bowl from both ends of the wicket (over or underarm)

We are learning: the pull shot and attempting it in a game	Use the pull shot in isolation Attempt a pull shot in a game situation Decide where to field against someone who can hit a pull shot
We are learning: to field a bouncing ball effectively	Use overarm bowling in a game situation with some consistency Effectively stop a bouncing ground ball Identify and describe successful play