

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage</b>	<u>Ball Skills - 30 - 50 months</u> <ul style="list-style-type: none"> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>Walks downstairs, two feet to each step while carrying a small object.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Can stand momentarily on one foot when shown.</li> <li>Can catch a large ball.</li> </ul>	<u>Hockey - 40 – 60 months</u> <ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul> Hall	<u>Tennis - 40 – 60 months</u> <ul style="list-style-type: none"> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows good control in large and small movements</li> </ul> Hall	<u>40 – 60 months</u> <ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>Shows some understanding that good</li> </ul> Hall	<u>Working toward and working on the ELG</u> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> <li>They handle equipment and tools effectively, including pencils for writing.</li> </ul>	<u>Working at and beyond the ELG</u> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> <li>They handle equipment and tools effectively, including pencils for writing.</li> </ul> Hall
<b>Extra PE and OAA offer</b>	Welly walks	Welly walks	Welly walks	Welly walks	Welly walks	Welly walks
<b>Year 1 Outdoor</b>	KS1 Games 1  Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games	KS1 Games 2  Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun.	KS1 Fundamentals  Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun.	Football  Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise good quality in performance. Use information to improve their work.	Striking and fielding  Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games.	KS1 Athletics 1  Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination.
<b>Year 1 Indoor</b>	N/A	Hall Dance (Celebrations topic)  Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.	N/A	Hall Gymnastics (basic skills)  Explore gymnastics actions and still shapes. Move confidently and safely in their own and general space,	N/A	Hall Gymnastics (Directions and pathways)  Remember, repeat and link combinations of gymnastic actions, body shapes and

		<p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p> <p>Recognise and describe how different dance activities make them feel.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Watch and describe dance phrases and dances and use what they learn to improve their own work.</p>		<p>using change of speed and direction.</p> <p>Copy or create and link movement phrases with beginnings, middles and ends.</p>		<p>balances with control and precision.</p> <p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Lift, move and place equipment safely.</p> <p>Improve their work using information they have gained by watching, listening and investigating.</p>
<b>Extra PE and OAA offer</b>			<p>Multi sports Club</p> <p>Tennis club</p>	<p>Multi sports Club</p> <p>Tennis club</p>	Dance Club	<p>Dance Club</p> <p>Long Timber Woods outdoor education</p>
<b>Year 2 Outdoor</b>	<p>KS1 Games 3</p> <p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p>	<p>Net and Wall</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>Watch, copy and describe what others are doing.</p> <p>Describe what they are doing.</p> <p>Know that being active is good for them and fun.</p> <p>Choose and use skills effectively for particular games.</p> <p>Know that being active is good for them and fun.</p>	<p>OAA</p> <p>Recognise their own space.</p> <p>Explore finding different places.</p> <p>Follow simple routes and trails, orientating themselves successfully.</p> <p>Solve simple challenges and problems successfully.</p> <p>Recognise and describe how their body feels during exercise.</p> <p>Observe what they and others have done and use their observations to improve their performance.</p>	<p>Cricket</p> <p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p>	<p>KS1 Games 4</p> <p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p>	<p>KS1 Athletics 2</p> <p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Watch, copy and describe what they and others have done.</p>
<b>Year 2 Indoor</b>	N/A	<p>Hall Dance (Antarctica)</p> <p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.</p> <p>Compose and perform dance phrases and short dances that express and communicate moods,</p>	<p>Hall Gymnastics (Stretching and curling)</p> <p>Explore gymnastics actions and still shapes.</p> <p>Move confidently and safely in their own and general space, using change of speed and direction.</p>	N/A	<p>Hall Gymnastics (Travelling with jumping and landing)</p> <p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>Choose, use and vary simple compositional ideas in the</p>	N/A

		ideas and feelings choosing and varying simple compositional ideas. Recognise and describe how different dance activities make them feel. Understand the importance of warming up and cooling down. Watch and describe dance phrases and dances and use what they learn to improve their own work.	Copy or create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Know how to carry and place apparatus. Recognise how their body feels when still and when exercising. Watch copy and describe what they and others have done.		sequences they create and perform. Choose, use and vary simple compositional ideas in the sequences they create and perform. Recognise and describe what their bodies feel like during different types of activity. Lift, move and place equipment safely. Improve their work using information they have gained by watching, listening and investigating.	
<b>Extra PE and OAA offer</b>			Multi sports Club Tennis club	Multi sports Club Tennis club	Dance Club	Dance Club
<b>Year 3</b>	Netball  Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.	Football  Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.  OAA	Hockey  Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.	Striking and fielding  Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for striking and fielding and net games. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.	Athletics 3  Consolidate and improve the quality, range and consistency of the techniques they use for particular activities. Develop their ability to choose and use simple tactics and strategies in different situations. Know, measure and describe the short-term effects of exercise on the body. Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.	
<b>Indoor</b>	Hall Dance (Weather)  Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.	N/A	Hall Gymnastics (Symmetry and Asymmetry)	N/A	N/A	Swimming  Hall Dance (Shake, Rock and Roll)

	<p>Create and link dance phrases using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p>Keep up activity over a period of time and know they need to warm up and cool down for dance.</p> <p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>Talk about how they might improve their dances.</p>		<p>Develop the range of actions, body shapes and balances they include in a performance.</p> <p>Perform skills and actions more accurately and consistently.</p> <p>Create gymnastic sequences that meet a theme or set of conditions.</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction.</p> <p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.</p>			<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Use simple choreographic principles to create motifs and narrative.</p> <p>Perform complex dance phrases and dances that communicate character and narrative.</p> <p>Know and describe what you need to do to warm up and cool down for dance.</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>
<b>Extra PE and OAA offer</b>	<p>Netball Club</p> <p>Walking Club</p>	<p>Netball Club</p> <p>Walking Club</p>	Hockey Club	Hockey Club	Cross Country	<p>Cross Country</p> <p>Wembury trip – Orienteering OAA</p>
<b>Year 4</b>	<p>Cricket</p> <p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p>	<p>Tag Rugby</p> <p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p>	<p>Basketball</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Use and adapt tactics in different situations.</p> <p>Devise and use rules.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p>	<p>OAA</p> <p>Develop the range and consistency of their skills and work with others to solve challenges.</p> <p>Choose and apply strategies and skills to meet the requirements of a task or challenge.</p> <p>Recognise the effect of different activities on the body and to prepare for them physically.</p> <p>Work safely.</p> <p>Describe and evaluate their own and others' performances, and identify areas that need improving.</p>	<p>Tennis</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Use and adapt tactics in different situations.</p> <p>Devise and use rules.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p>	<p>Athletics 4</p> <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>

	<p>Hall Gymnastics (Flight)</p> <p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas. Recognise and describe the short term effects of exercise on the body during different activities. Know the importance of suppleness and strength. Describe and evaluate the effectiveness and quality of a performance. Recognise how their own performance has improved.</p>	N/A	N/A	<p>Hall Dance (Machines)</p> <p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. Create and link dance phrases using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Keep up activity over a period of time and know they need to warm up and cool down for dance. Describe and evaluate some of the compositional features of dances performed with a partner and in a group. Talk about how they might improve their dances.</p>	<p>Hall Dance (Rainforests)</p> <p>Explore and create characters and narratives in response to a range of stimuli. Use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that communicate character and narrative. Know and describe what you need to do to warm up and cool down for dance. Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>	N/A
<b>Extra PE and OAA offer</b>	<p>Netball Club</p> <p>Walking Club</p>	<p>Netball Club</p> <p>Walking Club</p>	Hockey Club	<p>Hockey Club</p> <p>OAA - Residential</p>		
<b>Year 5</b>	<p>Striking and fielding</p> <p>Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.</p>	<p>Netball</p> <p>Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.</p>	<p>Football</p> <p>Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.</p>	<p>Fitness Circuits</p>	<p>Hockey</p> <p>Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.</p>	<p>Athletics 5</p> <p>Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Choose appropriate techniques for specific events. Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing. Evaluate their own and others' work and suggest ways to improve it.</p>

		OAA				
	Hall Dance (WW2)	N/A	N/A	<p>Hall Gymnastics (partner sequences)</p> <p>Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. Know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health. Choose and use information and basic criteria to evaluate their own and others' work.</p>	N/A	Hall Dance (India)
<b>Extra PE and OAA offer</b>	Netball Club Walking Club Girls football Bushcraft Club	Netball Club Walking Club Girls football Bushcraft Club	Tag Rugby Club Football Club	Tag Rugby Club Football Club	Cross Country	Cross Country
<b>Year 6</b>	Cricket  Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work.	Tag Rugby  Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work.	Basketball  Choose, combine and perform skills more fluently and effectively in invasion games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important.	Tennis  Choose, combine and perform skills more fluently and effectively in net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important.	Athletics 6  Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Choose appropriate techniques for specific events. Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing. Evaluate their own and others' work and suggest ways to improve it.	Swimming OAA – orienteering competition Develop and refine orienteering and problem-solving skills when working in groups and on their own. Decide what approach to use to meet the challenge set. Adapt their skills and understanding as they move from familiar to unfamiliar environments. Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing. See the importance of a group or team plan, and the value of pooling ideas. Improve their performance by changing or adapting their approaches as needed.

	Suggest improvements in own and others' performances.	Suggest improvements in own and others' performances.				
	<p>Hall Gymnastics (counter balance)</p> <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles. Understand why warming-up and cooling-down are important. Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves. Carry out warm ups safely and effectively. Understand why warming-up and cooling-down are important. Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves. Carry out warm ups safely and effectively. Evaluate their own and others' work. Suggest ways of making improvements.</p>	N/A	<p>Hall Dance (communication)</p> <p>Explore, improvise and combine movement ideas fluently and effectively. Create and structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating their dances. Understand why dance is good for their fitness, health and wellbeing. Prepare effectively for dancing. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others work.</p>	N/A	N/A	<p>Hall Dance – end of year show</p>
<b>Extra PE and OAA offer</b>	<p>Netball Club</p> <p>Walking Club</p> <p>Girls football</p>	<p>Netball Club</p> <p>Walking Club</p> <p>Girls football</p>	<p>Tag Rugby Club</p> <p>Football Club</p>	<p>Tag Rugby Club</p> <p>Football Club</p>	<p>OAA – Bude take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Cross Country</p>	<p>Cross Country</p>

