PE LONG TERM PLAN – MELBOURNE PRIMARY SCHOOL

CYCLE A OVERVIEW

	Autumn		Spring		<u>Summer</u>	
	<u>1st Half Term</u>	2nd Half Term	1st Half Term	2nd Half Term	1st Half Term	2nd Half Term
EYFS	Dance Outdoor Provision	Dance Outdoor Provision	Gymnastics Outdoor Provision	Yoga Outdoor Provision	Games Outdoor Provision	Games Outdoor Provision Sports Day
Y1/2	Key Skills - Locomotion Gymnastics	Ball Skills - Jumping Dance	KeySkills - Ball Skills (Hands) Gymnastics	Key Skills - Ball Skills (Feet) Dance	Small Sided Games (Net and Racket) Small Sided Games (Invasion)	Small Sided Games (Invasion) Athletics (Track) Sports Day
Year 3/4	Games (Tag Rugby) Fitness Swimming (Y4 only)	Games (Netball) Dance	Athletics (Field Events) Gymnastics	Dance Games (Dodgeball/ Benchball)	Games (Badminton) Outdoor and Adventurous Activities	Games (Rounders) Athletics (Track) Sports Day
Year 5/6	Games (Tag Rugby) Fitness	Games (Netball) Dance	Athletics (Field Events) Gymnastics	Dance Games (Dodgeball/ Benchball)	Games (Badminton) Outdoor and Adventurous Activities	Games (Rounders) Athletics (Track) Sports Day

	Autumn	Autumn		<u>Spring</u>		<u>Summer</u>	
	<u>1st Half Term</u>	2nd Half Term	<u>1st Half Term</u>	2nd Half Term	<u>1st Half Term</u>	2nd Half Term	
EYFS	Dance Outdoor Provision	Dance Outdoor Provision	Gymnastics Outdoor Provision	Yoga Outdoor Provision	Games Outdoor Provision	Games Outdoor Provision Sports Day	
Y1/2	Gymnastics Key Skills - Locomotion	Dance Key Skills - Jumping	Gymnastics Key Skills - Ball Skills (Hands)	Dance Key Skills - Ball Skills (Feet)	Small Sided Games (Net and Racket) Small Sided Games (Invasion)	Small Sided Games (Invasion) Athletics (Track) Sports Day	
Year 3/4	Games (Football) Fitness Swimming (Y3 only)	Games (Basketball) Dance	Athletics (Field Events) Gymnastics	Games (Hockey) Dance	Games (Tennis) Outdoor and Adventurous Activities	Games (Cricket) Athletics (Track) Sports Day	
Year 5/6	Games (Football) Fitness	Games (Basketball) Dance	Athletics (Field Events) Gymnastics	Games (Hockey) Dance	Games (Tennis) Outdoor and Adventurous Activities	Games (Cricket) Athletics (Track) Sports Day	
<u>Cycle</u>	<u>A</u> Autumn		Spring		Summer		
EYFS	Dance Outdoor Provision	Dance Outdoor Provision	Gymnastics Outdoor Provision	Yoga Outdoor Provision	Games Outdoor Provision	Games Outdoor Provision Sports Day	
	EYFS Skills Progression		EYFS Skills Progression	<u>n</u>	EYFS Skills Progression		
	<u>Outdoor Provision</u> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (P, S, E and D)		<u>Gymnastics</u> Progress towards a more fluent style of moving, with developing control and grace. (PD) Develop overall body-strength, balance, coordination		Games Increasingly follow rules, u are important. (P, S, E and Do not always need an ad	D)	

Increasingly follow rules, understanding why they are	and agility needed to engage successfully with future	rule. (P, S, E and D)
important. (P, S, E and D)	physical education sessions and other physical	Continue to develop their movement, balancing and
Do not always need an adult to remind them of a rule. (P,	disciplines, including dance, gymnastics, sport and	ball skills. (PD)
S, E and D)	swimming. (PD)	Skip, hop, stand on one leg and hold a pose for a
Continue to develop their movement, balancing, riding	Use their core muscle strength to achieve a good	game like musical statues. (P, S, E and D)
(scooters, trikes and bikes) and ball skills. (PD)	posture when sitting at a table or sitting on the floor.	Start taking part in some group activities which they
Go up steps and stairs, or climb up apparatus, using	(PD)	make up for themselves, or in teams. (PD)
alternate feet. (P, S, E and D)	Combine different movements with ease and fluency.	Develop overall body-strength, balance,
Use large-muscle movements to paint and make marks.	(PD)	coordination and agility needed to engage
(PD)	Develop overall body strength, balance, coordination	successfully with future physical education sessions
Start taking part in some group activities which they	and agility. (PD)	and other physical disciplines, including dance,
make up for themselves, or in teams. (PD)	Revise and refine the fundamental movement skills	gymnastics, sport and swimming. (PD)
Match their developing physical skills to tasks and	they have already acquired:	Revise and refine the fundamental movement skills
activities in the setting. For example, they decide whether	- rolling - crawling - jumping - climbing (PD)	they have already acquired:
to crawl, walk or run across a plank, depending on its	Return to and build on their previous learning,	- running - crawling - hopping - walking - skipping -
length and width. (PD)	refining ideas and developing their ability to	jumping (PD)
Choose the right resources to carry out their own plan.	represent them. (E A and D)	Return to and build on their previous learning,
For example, choosing a spade to enlarge a small hole	Negotiate space and obstacles safely, with	refining ideas and developing their ability to
they dug with a trowel. (PD)	consideration for themselves and others.	represent them. (E A and D)
Collaborate with others to manage large items, such as	Demonstrate strength, balance and coordination	Know and talk about the different factors that
moving a long plank safely, carrying large hollow blocks.	when playing.	support overall health and wellbeing: - regular
Show a preference for a dominant hand. (PD)		physical activity (PD)
Be increasingly independent as they get dressed and	Yoga	Negotiate space and obstacles safely, with
undressed. For example, putting coats on and doing up	Develop overall body-strength, balance, coordination	consideration for themselves and others.
zips. (PD)	and agility needed to engage successfully with future	Demonstrate strength, balance and coordination
Use their core muscle strength to achieve a good posture	physical education sessions and other physical	when playing.
when sitting at a table. (PD)	disciplines, including dance, gymnastics, sport and	Move energetically, such as running, jumping,
Manage their own needs. (P, S, E and D)	swimming. (PD)	dancing, hopping, skipping and climbing.
Confidently and safely use a range of large and small	Use their core muscle strength to achieve a good	
apparatus indoors and outdoors, alone and in a group.	posture when sitting at a table or sitting on the floor.	Outdoor Provision
(PD)	(PD)	Select and use activities and resources, with help
Explore, use and refine a variety of artistic effects to	Combine different movements with ease and fluency.	when needed. This helps them to achieve a goal
express their ideas and feelings. (E A and D)	(PD)	they have chosen or one which is suggested to
Know and talk about the different factors that support	Develop overall body strength, balance, coordination	them. (P,S, E and D)
overall health and wellbeing: - regular physical activity	and agility. (PD)	Do not always need an adult to remind them of a
(PD)	Revise and refine the fundamental movement skills	rule. (P, S, E and D)
Create collaboratively, sharing ideas, resources and skills.	they have already acquired:	Continue to develop their movement, balancing,

(E A and D)	- rolling - jumping (PD)	riding (scooters, trikes and bikes) and ball skills. (PD)
Be confident to try new activities and show	Return to and build on their previous learning,	Go up steps and stairs, or climb up apparatus, using
independence, resilience and perseverance in the face	refining ideas and developing their ability to	alternate feet. (P, S, E and D)
of a challenge.	represent them. (E A and D)	Use large-muscle movements to paint and make
Explain the reasons for rules, know right from wrong	Demonstrate strength, balance and coordination	marks. (PD)
and try to behave accordingly.	when playing.	Start taking part in some group activities which they
Manage their own basic hygiene and personal needs,		make up for themselves, or in teams. (PD)
including dressing.	Outdoor Provision	Match their developing physical skills to tasks and
Work and play cooperatively and take turns with	Select and use activities and resources, with help	activities in the setting. For example, they decide
others	when needed. This helps them to achieve a goal they	whether to crawl, walk or run across a plank,
Negotiate space and obstacles safely, with	have chosen or one which is suggested to them. (P,S,	depending on its length and width. (PD)
consideration for themselves and others.	E and D)	Choose the right resources to carry out their own
Demonstrate strength, balance and coordination	Do not always need an adult to remind them of a rule.	plan. For example, choosing a spade to enlarge a
when playing.	(P, S, E and D)	small hole they dug with a trowel. (PD)
Move energetically, such as running, jumping,	Continue to develop their movement, balancing,	Collaborate with others to manage large items, such
dancing, hopping, skipping and climbing.	riding (scooters, trikes and bikes) and ball skills. (PD)	as moving a long plank safely, carrying large hollow
Perform songs, rhymes, poems and stories with	Go up steps and stairs, or climb up apparatus, using	blocks. Show a preference for a dominant hand. (PD)
others.	alternate feet. (P, S, E and D)	Be increasingly independent as they get dressed and
	Use large-muscle movements to paint and make	undressed. For example, putting coats on and doing
Dance	marks. (PD)	up zips. (PD)
Use large-muscle movements to wave flags and	Start taking part in some group activities which they	Use their core muscle strength to achieve a good
streamers (PD)	make up for themselves, or in teams. (PD)	posture when sitting at a table. (PD)
Are increasingly able to use and remember sequences	Match their developing physical skills to tasks and	Manage their own needs. (P, S, E and D)
and patterns of music that are related to music and	activities in the setting. For example, they decide	Confidently and safely use a range of large and small
rhythm. (PD)	whether to crawl, walk or run across a plank,	apparatus indoors and outdoors, alone and in a
Respond to what they have heard, expressing their	depending on its length and width. (PD)	group. (PD)
thoughts and feelings (E A and D)	Choose the right resources to carry out their own	Explore, use and refine a variety of artistic effects to
Progress towards a more fluent style of moving, with	plan. For example, choosing a spade to enlarge a	express their ideas and feelings. (E A and D)
developing control and grace. (PD)	small hole they dug with a trowel. (PD)	Know and talk about the different factors that
Develop overall body-strength, balance, coordination	Collaborate with others to manage large items, such	support overall health and wellbeing: - regular
and agility needed to engage successfully with future	as moving a long plank safely, carrying large hollow	physical activity (PD)
physical education sessions and other physical	blocks. Show a preference for a dominant hand. (PD)	Create collaboratively, sharing ideas, resources and
disciplines, including dance, gymnastics, sport and	Be increasingly independent as they get dressed and	skills. (E A and D)
swimming. (PD)	undressed. For example, putting coats on and doing	Be confident to try new activities and show
Use their core muscle strength to achieve a good posture	up zips. (PD)	independence, resilience and perseverance in the
when sitting at a table. (PD)	Use their core muscle strength to achieve a good	face of a challenge.
Combine different movements with ease and fluency.	posture when sitting at a table. (PD)	Explain the reasons for rules, know right from

	agility. (PD) Revise and refine the fundam have already acquired: - rolling - running - crawling skipping - jumping (PD) Explore, use and refine a var express their ideas and feelir Return to and build on their	- hopping - walking - iety of artistic effects to ngs. (E A and D) previous learning, refining bility to represent them. (E A and talk about music, responses. (E A and D) and performance art, responses. (E A and D) and performance, s. (E A and D) cles safely, with res and others. ance and coordination s running, jumping, g and climbing.	apparatus indoors and ou group. (PD) Explore, use and refine a v express their ideas and fea Know and talk about the o overall health and wellbei (PD) Create collaboratively, sha skills. (E A and D) Be confident to try new independence, resilience face of a challenge. Explain the reasons for r wrong and try to behave Manage their own basic needs, including dressin Work and play cooperat others Negotiate space and obs consideration for thems	e a range of large and small tdoors, alone and in a variety of artistic effects to elings. (E A and D) different factors that support ng: - regular physical activity aring ideas, resources and activities and show e and perseverance in the rules, know right from e accordingly. hygiene and personal g. ively and take turns with estacles safely, with elves and others. palance and coordination m as running, jumping, ing and climbing.	wrong and try to behave ac Manage their own basic hy needs, including dressing. Work and play cooperative others Negotiate space and obstact consideration for themselve Demonstrate strength, bala when playing. Move energetically, such as dancing, hopping, skipping Perform songs, rhymes, por others.	giene and personal ly and take turns with cles safely, with es and others. Ince and coordination s running, jumping, and climbing.
Y1/2	Key Skills - Locomotion Gymnastics	Key Skills - Jumping Dance	Key Skills - Ball Skills (Hands) Gymnastics	Key Skills - Ball Skills (Feet) Dance	Small Sided Games (Net and Racket) Small Sided Games (Invasion)	Small Sided Games (Invasion) Athletics (Track) Sports Day
	Year 1/2 Skills Progression	<u>on</u>	Year 1/2 Skills Progres	sion	Year 1/2 Skills Progressio	<u>n</u>

Locomotion and Jumping (Fundamental Movements) Explore running and apply into a game	Dance Copy and remember moves and positions.	Locomotion (Fundamental Movements)
Explore running at different speeds	Move with careful control and coordination.	Explore running
		Apply running into a game
Explore running in a team	Link two or more actions to perform a sequence.	Explore running at different speeds
Recap and develop jumping	Dance with control and coordination.	Explore running in a team
Explore how jumping affects our bodies	Choose movements to communicate a mood, feeling	Consolidate running, apply running into a
Explore skipping and apply skipping and jumping into a	or idea.	competitive game
game		Recap and develop jumping
Explore and develop dodging	<u>Gymnastics</u>	Explore how jumping affects our bodies
Apply dodging: Explore attacking and defending	Copy and remember actions.	Explore skipping
Apply dodging in teams	Move with some control and awareness of space.	Apply skipping and jumping into a game
Consolidate and apply jumping into a game	Link two or more actions to make a sequence.	Explore and develp dodging
Linking jumping	Show contrasts (such as small/tall, straight/curved	Apply dodging: Explore attacking and defending
Explore jumping combinations	and wide/narrow).	Apply dodging in teams
	Travel by rolling forwards, backwards and sideways.	Consolidate jumping
Dance	Hold a position whilst balancing on different points	Apply jumping into a game
Copy and remember moves and positions.	of the body.	Explore jumping combinations
Move with careful control and coordination.	Climb safely on equipment.	
Link two or more actions to perform a sequence.	Stretch and curl to develop flexibility. Jump in a	Small-Sided Games
Dance with control and coordination.	variety of ways and land with increasing control and	Use the terms 'opponent' and 'team-mate'.
Choose movements to communicate a mood, feeling or	balance.	Use rolling, hitting, running, jumping, catching ar
idea.		kicking skills in combination.
	Ball Skills - Feet	Begin to follow simple rules.
<u>Gymnastics</u>	Introduce aiming with accuracy	Develop simple tactics.
Copy and remember actions.	Introduce power and speed when sending a ball	Lead others when appropriate.
Move with some control and awareness of space.	Introduce/develop stopping, combining sending	
Link two or more actions to make a sequence.	skills	
Show contrasts (such as small/tall, straight/curved and	Combine sending and receiving skills	
wide/narrow).	Develop moving the ball using the feet	
Travel by rolling forwards, backwards and sideways.	Apply and consolidate dribbling into games	
Hold a position whilst balancing on different points of	Explore kicking (passing)	
the body.	Apply kicking (passing) to score a point	
Climb safely on equipment.	Develop dribbling/passing and receiving	
Stretch and curl to develop flexibility. Jump in a variety	Combine dribbling, passing and receiving, keeping	
of ways and land with increasing control and balance.	possession	

		 Develop dribbling/passing and receiving to score point Develop dribbling/passing/ receiving, keeping possession Combine and apply dribbling, passing and receiving keeping possession/to score a point Ball Skills - Hands Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills Combine sending and receiving skills Develop dribbling, passing and receiving (combine dribbling, passing and receiving, keeping possession) Develop and combine dribbling/passing and receiving, keeping possession to score a point Develop dribbling, passing and receiving as a team score a point 		g/ receiving, keeping ling, passing and receiving, ore a point cing) with control curacy ed when sending a ball ing, combining sending reiving skills g and receiving ng and receiving, keeping bbling/passing and g/ receiving, keeping nt		
Year	Games (Tag Rugby)	Games (Netball)	Athletics (Field	Dance	Games (Badminton)	Games (Rounders)
3/4	Fitness	Dance	Events)	Games (Dodgeball/ Benchball)	Outdoor and	Athletics (Track)
	Swimming (Y4 only)		Gymnastics	1	Adventurous Activities	Sports Day
	Year 3/4 Skills Progressic		Year 3/4 Skills Progress	51011	Year 3/4 Skills Progression	<u>u</u>
	Throw and catch with control and accuracy.		Dodgeball/ Benchball Throw and catch with cor Control a ball when movi	-	Badminton Strike a shuttlecock with con Control a shuttlecock when r	

Choose appropriate tactics to cause problems for the opposition.	Choose appropriate tactics to cause problems for the opposition.	Choose appropriate tactics to cause problems for the opposition.
Follow the rules of the game and play fairly.	Follow the rules of the game and play fairly.	Follow the rules of the game and play fairly.
Maintain possession of a ball with hands.	Maintain possession of a ball using your hands.	Maintain possession of a shuttlecock with a racket.
Pass to team mates at appropriate times.	Pass to team mates at appropriate times.	Lead others and act as a respectful team member.
Lead others and act as a respectful team member.	Lead others and act as a respectful team member.	
		Outdoor and Adventurous Activities
<u>Fitness</u>	Athletics (Field)	Arrive properly equipped for outdoor and
Run over a longer distance, conserving energy in order	Sprint over a short distance up to 60 metres.	adventurous activity.
to sustain performance.	Use a range of throwing techniques (such as under	Understand the need to show accomplishment in
Compete with others and aim to improve personal best	arm, over arm).	managing risks.
performances.	Throw with accuracy to hit a target or cover a	Show an ability to both lead and form part of a
	distance.	team.
Netball	Jump in a number of ways, using a run up where	Support others and seek support if required when
Throw and catch with control and accuracy.	appropriate.	the situation dictates.
Control a ball when moving with hands.	Compete with others and aim to improve personal	Show resilience when plans do not work and
Choose appropriate tactics to cause problems for the	best performances.	initiative to try new ways of working.
opposition.		Use maps, compasses and digital devices to
Follow the rules of the game and play fairly.	Dance	orientate themselves.
Maintain possession of a ball with hands.	Plan, perform and repeat sequences.	Remain aware of changing conditions and change
Pass to team mates at appropriate times.	Move in a clear, fluent and expressive manner.	plans if necessary.
Lead others and act as a respectful team member.	Refine movements into sequences.	plans in necessary.
	Begin to perform in pairs/groups.	Rounders
Dance	Create dances and movements that convey a	Throw and catch with control and accuracy.
Plan, perform and repeat sequences.	definite idea change speed and levels within a	Strike a ball and field with control.
Move in a clear, fluent and expressive manner.	performance.	Control a ball when moving with hands.
Refine movements into sequences.	Develop physical strength and suppleness by	Choose appropriate tactics to cause problems for
Begin to perform in pairs/groups.	practising moves and stretching.	the opposition.
Create dances and movements that convey a definite		Follow the rules of the game and play fairly.
idea change speed and levels within a performance.	Gymnastics	Maintain possession of a ball with hands.
Develop physical strength and suppleness by practising	Plan, perform and repeat sequences.	Pass to team mates at appropriate times.
moves and stretching.	Move in a clear, fluent and expressive manner.	Lead others and act as a respectful team member
	Refine movements into sequences. Show changes of	Lead others and act as a respectful team member
Swimming	direction, speed and level during a performance.	Athletics (Track)
Swim between 25 and 50 metres unaided.	Travel in a variety of ways, including flight, by	Sprint over a short distance up to 60 metres.
Use more than one stroke and coordinate breathing as	transferring weight to generate power in	Run over a longer distance, conserving energy in
appropriate for the stroke being used.	movements.	inditiover a longer distance, conserving energy in

	Coordinate leg and arm me Swim at the surface and be		placement and alignmen balances experiment to f	find out how to get the fully over base and organise nteresting body shape).	order to sustain performance Use a range of throwing tec arm, over arm). Throw with accuracy to hit a distance. Compete with others and ai best performances.	hniques (such as under a target or cover a
Year 5/6	Games (Tag Rugby) Fitness	Games (Netball) Dance	Athletics (Field Events) Gymnastics	Dance Games (Dodgeball/ Benchball)	Games (Badminton) Outdoor and Adventurous Activities	Games (Rounders) Athletics (Track) Sports Day
	Year 5/6 Skills ProgressionTag RugbyChoose and combine techniques in game situations (running, passing and catching).Work alone, or with team mates in order to gain possession or goals.Field, defend and attack tactically by anticipating the direction of play.Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.NetballChoose and combine techniques in game situations (running, throwing, catching, passing and jumping). Work alone, or with team mates in order to gain points or possession. Defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all		Year 5/6 Skills ProgressionAthletics (Field)Combine sprinting with low hurdles over 60 metres.Throw accurately and refine performance by analysing technique and body shape.Show control in take off and landings when jumping.Compete with others and keep track of personal best performances, setting targets for improvement.Dodgeball/ BenchballChoose and combine techniques in game situations (running, passing and passing).Work alone, or with team mates in order to gain points or possession.Defend and attack tactically by anticipating the direction of play.Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations.Lead others when called upon and act as a good role model within a team.		Year 5/6 Skills ProgressionBadmintonChoose and combine techniques in game situations (running and jumping).Work alone, or with team mates in order to gain points.Strike a volleyed shuttlecock with accuracy.Use forehand and backhand when playing racket games.Defend and attack tactically by anticipating the direction of play.Choose the most appropriate tactics for a game.Uphold the spirit of fair play and respect in all competitive situations.Lead others when called upon and act as a good role model within a team.Outdoor and Adventurous Activities Select appropriate equipment for outdoor and adventurous activity.Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.	

	competitive situations.	Dance	Embrace both leadership and team roles and gain
	Lead others when called upon and act as a good role	Compose creative and imaginative dance sequences.	the commitment and respect of a team.
	model within a team.]	Perform expressively and hold a precise and strong	Empathise with others and offer support without
		body posture.	being asked.
	<u>Fitness</u>	Perform and create complex sequences.	Seek support from the team and the experts if in
	Choose the best pace for running over a variety of	Can compose creative and imaginative dance	any doubt.
	distances.	sequences.	Remain positive even in the most challenging
	Compete with others and keep track of personal best	Perform expressively and hold a precise and strong	circumstances, rallying others if need be.
	performances, setting targets for improvement.	body posture.	Use a range of devices in order to orientate
		Perform and create complex sequences.	themselves.
	Dance	Create and perform dances in a variety of styles.	Quickly assess changing conditions and adapt plans
	Compose creative and imaginative dance sequences.	Express an idea in original and imaginative ways.	to ensure safety comes first.
	Perform expressively and hold a precise and strong	Plan to perform with high energy, slow grace or	
	body posture.	other themes and maintain this throughout a piece.	<u>Rounders</u>
	Perform and create complex sequences.	Perform complex moves that combine strength and	Choose and combine techniques in game situations
	Can compose creative and imaginative dance	stamina gained through gymnastics activities (such	(running, throwing, striking and catching).
	sequences. Perform expressively and hold a precise	as cartwheels or handstands)	Work alone, or with team mates in order to gain
	and strong body posture.		points or possession.
	Perform and create complex sequences.	<u>Gymnastics</u>	Strike a bowled ball with accuracy.
	Create and perform dances in a variety of styles.	Create complex and well executed sequences that	Field and attack tactically by anticipating the
	Express an idea in original and imaginative ways.	include a full range of movements including:	direction of play.
	Plan to perform with high energy, slow grace or other	travelling, balances, swinging, springing, flight,	Choose the most appropriate tactics for a game.
	themes and maintain this throughout a piece.	vaults, inversions, rotations, bending, stretching and	Uphold the spirit of fair play and respect in all
	Perform complex moves that combine strength and	twisting, gestures, linking skills.	competitive situations.
	stamina gained through gymnastics activities (such as cartwheels or handstands)	Hold shapes that are strong, fluent and expressive.	Lead others when called upon and act as a good
	cartwheels or handstands)	include in a sequence set pieces, choosing the most appropriate linking elements.	role model within a team.
		Vary speed, direction, level and body rotation during	
			Athletics (Track)
		floor performances. Practise and refine the	Combine sprinting with low hurdles over 60
		gymnastic techniques used in performances (listed	metres.
		above).	Choose the best pace for running over a variety of distances.
1		Demonstrate good kinaesthetic awareness	Compete with others and keep track of personal
		(placement and alignment of body parts is usually	
		(placement and alignment of body parts is usually good in well-rehearsed actions).	best performances, setting targets for improvement.

upright).	
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Cycle	<u>B</u>					
	Autumn		Spring		Summer	
EYFS	Dance Outdoor Provision	Dance Outdoor Provision	Gymnastics Outdoor Provision	Yoga Outdoor Provision	Games Outdoor Provision	Games Outdoor Provision
	EYFS Skills Progression <u>Outdoor Provision</u> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (P, S, E and D) Increasingly follow rules, understanding why they are important. (P, S, E and D) Do not always need an adult to remind them of a rule. (P, S, E and D) Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PD)		EYFS Skills Progression		Sports Day EYFS Skills Progression	
			Gymnastics Progress towards a more fluent style of moving, with developing control and grace. (PD) Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)		-	

Go up steps and stairs, or climb up apparatus, using	Combine different movements with ease and fluency.	Develop overall body-strength, balance,
alternate feet. (P, S, E and D)	(PD)	coordination and agility needed to engage
Use large-muscle movements to paint and make marks.	Develop overall body strength, balance, coordination	successfully with future physical education
(PD)	and agility. (PD)	sessions and other physical disciplines, including
Start taking part in some group activities which they	Revise and refine the fundamental movement skills	dance, gymnastics, sport and swimming. (PD)
make up for themselves, or in teams. (PD)	they have already acquired:	Revise and refine the fundamental movement
Match their developing physical skills to tasks and	- rolling - crawling - jumping - climbing (PD)	skills they have already acquired:
activities in the setting. For example, they decide	Return to and build on their previous learning,	- running - crawling - hopping - walking -
whether to crawl, walk or run across a plank, depending	refining ideas and developing their ability to	skipping - jumping (PD)
on its length and width. (PD)	represent them. (E A and D)	Return to and build on their previous learning,
Choose the right resources to carry out their own plan.	Negotiate space and obstacles safely, with	refining ideas and developing their ability to
For example, choosing a spade to enlarge a small hole	consideration for themselves and others.	represent them. (E A and D)
they dug with a trowel. (PD)	Demonstrate strength, balance and coordination	Know and talk about the different factors that
Collaborate with others to manage large items, such as	when playing.	support overall health and wellbeing: - regular
moving a long plank safely, carrying large hollow blocks.		physical activity (PD)
Show a preference for a dominant hand. (PD)	Yoga	Negotiate space and obstacles safely, with
Be increasingly independent as they get dressed and	Develop overall body-strength, balance, coordination	consideration for themselves and others.
undressed. For example, putting coats on and doing up	and agility needed to engage successfully with future	Demonstrate strength, balance and
zips. (PD)	physical education sessions and other physical	coordination when playing.
Use their core muscle strength to achieve a good	disciplines, including dance, gymnastics, sport and	Move energetically, such as running, jumping,
posture when sitting at a table. (PD)	swimming. (PD)	dancing, hopping, skipping and climbing.
Manage their own needs. (P, S, E and D)	Use their core muscle strength to achieve a good	
Confidently and safely use a range of large and small	posture when sitting at a table or sitting on the floor.	Outdoor Provision
apparatus indoors and outdoors, alone and in a group.	(PD)	Select and use activities and resources, with help
(PD)	Combine different movements with ease and fluency.	when needed. This helps them to achieve a goal
Explore, use and refine a variety of artistic effects to	(PD)	they have chosen or one which is suggested to
express their ideas and feelings. (E A and D)	Develop overall body strength, balance, coordination	them. (P,S, E and D)
Know and talk about the different factors that support	and agility. (PD)	Do not always need an adult to remind them of a
overall health and wellbeing: - regular physical activity	Revise and refine the fundamental movement skills	rule. (P, S, E and D)
(PD)	they have already acquired:	Continue to develop their movement, balancing,
Create collaboratively, sharing ideas, resources and	- rolling - jumping (PD)	riding (scooters, trikes and bikes) and ball skills.
skills. (E A and D)	Return to and build on their previous learning,	(PD)
Be confident to try new activities and show	refining ideas and developing their ability to	Go up steps and stairs, or climb up apparatus,
independence, resilience and perseverance in the	represent them. (E A and D)	using alternate feet. (P, S, E and D)
face of a challenge.	Demonstrate strength, balance and coordination	Use large-muscle movements to paint and make
Explain the reasons for rules, know right from wrong	when playing.	marks. (PD)
and try to behave accordingly.		Start taking part in some group activities which

Manage their own basic hygiene and personal needs,	Outdoor Provision	they make up for themselves, or in teams. (PD)
including dressing.	Select and use activities and resources, with help	Match their developing physical skills to tasks and
Work and play cooperatively and take turns with	when needed. This helps them to achieve a goal they	activities in the setting. For example, they decide
others	have chosen or one which is suggested to them. (P,S,	whether to crawl, walk or run across a plank,
Negotiate space and obstacles safely, with	E and D)	depending on its length and width. (PD)
consideration for themselves and others.	Do not always need an adult to remind them of a	Choose the right resources to carry out their own
Demonstrate strength, balance and coordination	rule. (P, S, E and D)	plan. For example, choosing a spade to enlarge a
when playing.	Continue to develop their movement, balancing,	small hole they dug with a trowel. (PD)
Move energetically, such as running, jumping,	riding (scooters, trikes and bikes) and ball skills. (PD)	Collaborate with others to manage large items,
dancing, hopping, skipping and climbing.	Go up steps and stairs, or climb up apparatus, using	such as moving a long plank safely, carrying large
Perform songs, rhymes, poems and stories with	alternate feet. (P, S, E and D)	hollow blocks. Show a preference for a dominant
others.	Use large-muscle movements to paint and make	hand. (PD)
	marks. (PD)	Be increasingly independent as they get dressed
<u>Dance</u>	Start taking part in some group activities which they	and undressed. For example, putting coats on and
Use large-muscle movements to wave flags and	make up for themselves, or in teams. (PD)	doing up zips. (PD)
streamers (PD)	Match their developing physical skills to tasks and	Use their core muscle strength to achieve a good
Are increasingly able to use and remember sequences	activities in the setting. For example, they decide	posture when sitting at a table. (PD)
and patterns of music that are related to music and	whether to crawl, walk or run across a plank,	Manage their own needs. (P, S, E and D)
rhythm. (PD)	depending on its length and width. (PD)	Confidently and safely use a range of large and
Respond to what they have heard, expressing their	Choose the right resources to carry out their own	small apparatus indoors and outdoors, alone and
thoughts and feelings (E A and D)	plan. For example, choosing a spade to enlarge a	in a group. (PD)
Progress towards a more fluent style of moving, with	small hole they dug with a trowel. (PD)	Explore, use and refine a variety of artistic effects
developing control and grace. (PD)	Collaborate with others to manage large items, such	to express their ideas and feelings. (E A and D)
Develop overall body-strength, balance, coordination	as moving a long plank safely, carrying large hollow	Know and talk about the different factors that
and agility needed to engage successfully with future	blocks. Show a preference for a dominant hand. (PD)	support overall health and wellbeing: - regular
physical education sessions and other physical	Be increasingly independent as they get dressed and	physical activity (PD)
disciplines, including dance, gymnastics, sport and	undressed. For example, putting coats on and doing	Create collaboratively, sharing ideas, resources
swimming. (PD)	up zips. (PD)	and skills. (E A and D)
Use their core muscle strength to achieve a good	Use their core muscle strength to achieve a good	Be confident to try new activities and show
posture when sitting at a table. (PD)	posture when sitting at a table. (PD)	independence, resilience and perseverance in
Combine different movements with ease and fluency.	Manage their own needs. (P, S, E and D)	the face of a challenge.
(PD)	Confidently and safely use a range of large and small	Explain the reasons for rules, know right from
Develop overall body strength, balance, coordination	apparatus indoors and outdoors, alone and in a	wrong and try to behave accordingly.
and agility. (PD)	group. (PD)	Manage their own basic hygiene and personal
Revise and refine the fundamental movement skills they	Explore, use and refine a variety of artistic effects to	needs, including dressing.
have already acquired:	express their ideas and feelings. (E A and D)	Work and play cooperatively and take turns
- rolling - running - crawling - hopping - walking -	Know and talk about the different factors that	with others

	skipping - jumping (PD) Explore, use and refine a var express their ideas and feelin Return to and build on their ideas and developing their a A and D) Listen attentively, move to a expressing their feelings and Watch and talk about dance expressing their feelings and Explore and engage in music performing solo or in group Negotiate space and obstat consideration for themselv Demonstrate strength, ball when playing. Move energetically, such a dancing, hopping, skipping Try to move in time with m	ngs. (E A and D) previous learning, refining ability to represent them. (E nd talk about music, d responses. (E A and D) and performance art, d responses. (E A and D) c making and dance, s. (E A and D) acles safely, with ves and others. ance and coordination as running, jumping, g and climbing.	support overall health and physical activity (PD) Create collaboratively, shar skills. (E A and D) Be confident to try new a independence, resilience face of a challenge. Explain the reasons for re- wrong and try to behave Manage their own basic needs, including dressing Work and play cooperation others Negotiate space and obs consideration for themse Demonstrate strength, be when playing. Move energetically, such dancing, hopping, skippi Perform songs, rhymes, pothers.	ring ideas, resources and activities and show and perseverance in the ules, know right from accordingly. hygiene and personal g. vely and take turns with tacles safely, with elves and others. alance and coordination as running, jumping, ng and climbing.	Negotiate space and obs consideration for themse Demonstrate strength, b coordination when playi Move energetically, such dancing, hopping, skippi Perform songs, rhymes, with others.	elves and others. alance and ng. as running, jumping, ing and climbing.
Y1/2	Gymnastics Key Skills - Running/ Locomotion	Dance Key Skills - Jumping	Gymnastics Key Skills - Ball Skills (Hands)	Dance Key Skills - Ball Skills (Feet)	Small Sided Games (Net and Racket) Small Sided Games (Invasion)	Small Sided Games (Invasion) Athletics (Track) Sports Day

Year 1/2 Skills Progression	Year 1/2 Skills Progression	Year 1/2 Skills Progression
Locomotion and Jumping (Fundamental Movements)	Dance	Locomotion (Fundamental Movements)
Explore running and apply into a game	Copy and remember moves and positions.	Explore running
Explore running at different speeds	Move with careful control and coordination.	Apply running into a game
Explore running in a team	Link two or more actions to perform a sequence.	Explore running at different speeds
Recap and develop jumping	Dance with control and coordination.	Explore running in a team
Explore how jumping affects our bodies	Choose movements to communicate a mood,	Consolidate running, apply running into a
Explore skipping and apply skipping and jumping into a	feeling or idea.	competitive game
game		Recap and develop jumping
Explore and develop dodging	Gymnastics	Explore how jumping affects our bodies
Apply dodging: Explore attacking and defending	Copy and remember actions.	Explore skipping
Apply dodging in teams	Move with some control and awareness of space.	Apply skipping and jumping into a game
Consolidate and apply jumping into a game	Link two or more actions to make a sequence.	Explore and develp dodging
Linking jumping	Show contrasts (such as small/tall, straight/curved	Apply dodging: Explore attacking and defending
Explore jumping combinations	and wide/narrow).	Apply dodging in teams
	Travel by rolling forwards, backwards and sideways.	Consolidate jumping
Dance	Hold a position whilst balancing on different points	Apply jumping into a game
Copy and remember moves and positions.	of the body.	
Move with careful control and coordination.	Climb safely on equipment.	Explore jumping combinations
Link two or more actions to perform a sequence.	Stretch and curl to develop flexibility. Jump in a	
Dance with control and coordination.	variety of ways and land with increasing control and	Small-Sided Games
Choose movements to communicate a mood, feeling	balance.	Use the terms 'opponent' and 'team-mate'.
or idea.		Use rolling, hitting, running, jumping, catching
	Ball Skills - Feet	and kicking skills in combination.
<u>Gymnastics</u>	Introduce aiming with accuracy	Begin to follow simple rules.
Copy and remember actions.	Introduce power and speed when sending a ball	Develop simple tactics.
Move with some control and awareness of space.	Introduce/develop stopping, combining sending	Lead others when appropriate.
Link two or more actions to make a sequence.	skills	
Show contrasts (such as small/tall, straight/curved and	Combine sending and receiving skills	
wide/narrow).	Develop moving the ball using the feet	
Travel by rolling forwards, backwards and sideways.	Apply and consolidate dribbling into games	
Hold a position whilst balancing on different points of	Explore kicking (passing)	
the body.	Apply kicking (passing) to score a point	
Climb safely on equipment.	Develop dribbling/passing and receiving	
Stretch and curl to develop flexibility. Jump in a	Combine dribbling, passing and receiving, keeping	

Year 3/4	Games (Football) Fitness	Games (Basketball) Dance	possession to score a poir Apply dribbling, passing a score a point Athletics (Field Events) Gymnastics		Games (Tennis) Outdoor and	Games (Cricket) Athletics (Track)
			Ball Skills - Hands Introduce sending (bounc Introduce aiming with acc Introduce power and spee Introduce/develop stoppi skills Combine sending and rece Develop dribbling/passing Combine dribbling, passin possession Develop and combine drik receiving to score a point Develop dribbling/passing	ed when sending a ball ng, combining sending eiving skills g and receiving g and receiving, keeping obling/passing and		
	balance.	th increasing control and	possession Develop dribbling/passing point Develop dribbling/passing possession Combine and apply dribbl keeping possession/to sco	;/ receiving, keeping ing, passing and receiving,		

Kick a ball with control and accuracy. Control a ball when moving with feet choose appropriate tactics to cause problems for the opposition.

Follow the rules of the game and play fairly. Maintain possession of a ball with feet. Pass to team mates at appropriate times. Lead others and act as a respectful team member.

Basketball

Throw and catch with control and accuracy. Control a ball when moving with hands. Choose appropriate tactics to cause problems for the opposition.

Follow the rules of the game and play fairly. Maintain possession of a ball with hands. Pass to team mates at appropriate times. Lead others and act as a respectful team member.

<u>Fitness</u>

Run over a longer distance, conserving energy in order to sustain performance. Compete with others and aim to improve personal best performances.

<u>Dance</u>

Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Begin to perform in pairs/groups. Create dances and movements that convey a definite idea change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements.

Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).

Swing and hang from equipment safely (using hands).

Athletics (Field)

Sprint over a short distance up to 60 metres. Use a range of throwing techniques (such as under arm, over arm).

Throw with accuracy to hit a target or cover a distance.

Jump in a number of ways, using a run up where appropriate.

Compete with others and aim to improve personal best performances.

Dance

Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Begin to perform in pairs/groups. Create dances and movements that convey a definite idea change speed and levels within a performance.

Develop physical strength and suppleness by practising moves and stretching.

Strike a tennis ball with control. Control a tennis ball when moving with a racket. Choose appropriate tactics to cause problems for the opposition.

Follow the rules of the game and play fairly. Maintain possession of a tennis ball with a racket.

Lead others and act as a respectful team member.

<u>Cricket</u>

Throw and catch with control and accuracy. Strike a ball and field with control. Control a ball when moving with hands. Choose appropriate tactics to cause problems for the opposition.

Follow the rules of the game and play fairly. Maintain possession of a ball with hands. Pass to team mates at appropriate times. Lead others and act as a respectful team member.

Outdoor and Adventurous Activities

Arrive properly equipped for outdoor and adventurous activity.
Understand the need to show accomplishment in managing risks.
Show an ability to both lead and form part of a team.
Support others and seek support if required when the situation dictates.
Show resilience when plans do not work and initiative to try new ways of working.
Use maps, compasses and digital devices to orientate themselves.
Remain aware of changing conditions and

	Swimming Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used.		HockeyStrike a ball and field with control.Control a ball when moving with hands.Choose appropriate tactics to cause problems for the opposition.Follow the rules of the game and play fairly.Maintain possession of a ball with a hockey stick.Pass to team mates at appropriate times.Lead others and act as a respectful team member.		change plans if necessary. <u>Athletics (Track)</u> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Compete with others and aim to improve personal best performances.	
Year 5/6	Games (Football) Fitness Year 5/6 Skills Progressio	Games (Basketball) Dance	Athletics (Field Events) Gymnastics Year 5/6 Skills Progress	Games (Hockey) Dance	Games (Tennis) Outdoor and Adventurous Activities Year 5/6 Skills Pro	Games (Cricket) Athletics (Track) Sports Day
	Football Choose and combine techniques in game situations (running, passing and kicking). Work alone, or with team mates in order to gain possession or goals. Strike a volleyed ball with accuracy. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. Basketball		GymnasticsCreate complex and well executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills. Hold shapes that are strong, fluent and expressive. include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinaesthetic awareness		Tennis Choose and combine situations (running, j throwing). Work alone, or with points. Strike a volleyed ten Use forehand and ba games. Defend and attack ta direction of play. Choose the most app Uphold the spirit of f competitive situation	e techniques in game umping, striking and team mates in order to gain nis ball with accuracy. ackhand when playing racket actically by anticipating the propriate tactics for a game. fair play and respect in all

Choose and combine techniques in game situations	(placement and alignment of body parts is usually	role model within a team.
(running, throwing, catching, passing and jumping).	good in well-rehearsed actions).	Athletics (Track)
Work alone, or with team mates in order to gain points	Use equipment to vault and to swing (remaining	Combine sprinting with low hurdles over 60
or possession.	upright).	metres.
Defend and attack tactically by anticipating the		Choose the best pace for running over a variety
direction of play.	Hockey	of distances.
Choose the most appropriate tactics for a game.	Choose and combine techniques in game situations	Compete with others and keep track of personal
Uphold the spirit of fair play and respect in all	(running and passing).	best performances, setting targets for
competitive situations.	Work alone, or with team mates in order to gain	improvement.
Lead others when called upon and act as a good role	points or possession.	
model within a team.	Strike a ball with accuracy.	Outdoor and Adventurous Activities
Elau a co	Use forehand and backhand when turning using the	Select appropriate equipment for outdoor and
Fitness	hockey stick.	adventurous activity.
Choose the best pace for running over a variety of distances.	Field, defend and attack tactically by anticipating	Identify possible risks and ways to manage them, asking for and listening carefully to expert
Compete with others and keep track of personal best	the direction of play.	advice.
performances, setting targets for improvement.	Choose the most appropriate tactics for a game.	Embrace both leadership and team roles and
performances, setting targets for improvement.	Uphold the spirit of fair play and respect in all	gain the commitment and respect of a team.
Dance	competitive situations.	Empathise with others and offer support without
Compose creative and imaginative dance sequences.	Lead others when called upon and act as a good	being asked.
Perform expressively and hold a precise and strong	role model within a team.	Seek support from the team and the experts if in
body posture.		any doubt.
Perform and create complex sequences.	Athletics (Field)	Remain positive even in the most challenging
Can compose creative and imaginative dance	Combine sprinting with low hurdles over 60 metres.	circumstances, rallying others if need be.
sequences. Perform expressively and hold a precise	Throw accurately and refine performance by analysing technique and body shape.	Use a range of devices in order to orientate
and strong body posture.	Show control in take off and landings when	themselves.
Perform and create complex sequences.	jumping.	Quickly assess changing conditions and adapt
Create and perform dances in a variety of styles.	Compete with others and keep track of personal	plans to ensure safety comes first.
Express an idea in original and imaginative ways.	best performances, setting targets for	
Plan to perform with high energy, slow grace or other	improvement.	<u>Cricket</u>
themes and maintain this throughout a piece.		Choose and combine techniques in game
Perform complex moves that combine strength and	Dance	situations (running, throwing and catching).
stamina gained through gymnastics activities (such as	Compose creative and imaginative dance	Work alone, or with team mates in order to gain
cartwheels or handstands)	sequences.	points or possession.
	Perform expressively and hold a precise and strong	Strike a bowled ball with accuracy.
	body posture.	Field, defend and attack tactically by anticipating
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Can co seque Perfor body Perfor Create Expre Plan t other Perfor stami	rm and create complex sequences. ompose creative and imaginative dance nces. rm expressively and hold a precise and strong posture. rm and create complex sequences. e and perform dances in a variety of styles. ss an idea in original and imaginative ways. o perform with high energy, slow grace or themes and maintain this throughout a piece. rm complex moves that combine strength and ha gained through gymnastics activities (such twheels or handstands)	the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.
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