



Sherdley Primary School

PE - Curriculum Map

2025-2026



	Autumn		Spring		Summer	
Preschool	Physical Development					
	I am learning about Gross Motor Skills.	I am learning about Fine Motor Skills.	I am learning about Gross Motor Skills.	I am learning about Fine Motor Skills.	I am learning about Gross Motor Skills.	I am learning about Fine Motor Skills.
	• Pedal trikes • Moving in different ways animals from Spot the Dog • Crawling, crocodile arms, walking, running, skip, hop, stand on one leg • Climbing and jumping • Pulling themselves up onto equipment, pushing up with their arms • Scooters • Catching, throwing, kicking large balls • Hold a squat • Moving avoiding obstacles • Light sabres – moving using large movements • To put on a tabard	• Using a palm grip to hold a pencil and make marks. • Using snippers independently to make snips. • To use tweezers to move large equipment (pom poms) • Big scoops sand and water • Hammering golf tees into a pumpkin • Holding a pencil - mark making • To use a stick, finger, and paintbrush to mark make in different materials • Big spoons and ladles in water • Squeezing, squashing playdough to change its shape • Introduce scissors and snipping • Manipulating playdough with scissors and rolling pins • Threading large beads • Large pegs and boards. • Manipulating construction kits -train	• Large muscle movements • Sequence bear hunt movements • Dancing to Boogie Beebies, Penguin bop and I wish it would snow • Moving to the beat • Large mark making (maps) • Balls - catching and kicking in pairs • Rolling a ball in pairs • Flags and streamers (crossing the midline) • Ribbon wands and hoops • Climbing, jumping and landing safely • Digging and planting • Lifting and moving wheelbarrows, large rakes and yard brushes • To put on an apron • Large paintbrushes and water outside	• Scooping rice crispies with a spoon • Knives and soft foods, apply pressure to make a cut • Smaller scoops in sand and water • To use pincher grip to apply pressure • Pipettes in the water tray • Rolling eggs with playdough • Holding a pencil drawing letter shapes • Mark making drawing different animals • Introduce tripod grip • Spreading toppings on pancakes with a knife • Threading vertically with the abacus • Holding a pencil some writing letter shapes from their name • Drawing left to right • Pouring with watering cans • Making beans and beanstalks with playdough, rolling different lengths	• Different movements slither, gallop, trot, rolling, hopping, skipping, jumping • Climbing, jumping and landing safely • Practise for sports day • Follow, lead and copy movements • Riding balance bikes • Sequence movements • To put on dressing up clothes	• Threading cereal vertically and horizontally • Holding a pencil writing letters from name • To use a tripod grip • To have a dominant hand • To write letters from their name • Using knives in the playdough • Holding a pencil writing their name • Smashing and crushing cereal • Pouring potion bottles and funnels • Small pegs and boards • Holding a pencil writing their name • Smashing and crushing cereal • Pouring into potion bottles and funnels • Small pegs and boards • Manipulating construction kits – Duplo, Meccano

		trac, Wooden blocks, Klondikers		• Painting/ mark making • Threading pasta • Apply pressure to spray bottles for watering flowers. • Manipulating construction kits – Rainbow blocks and mirror blocks, Starbursts, Stickle-bricks		
	Vocabulary: Balance, jump, roll, space, thread, trace, fold, shapes, bend		Vocabulary: Throwing, catching, kicking, change direction, cutting, tripod grip		Vocabulary: Running, obstacle, team games, score, win, travel	
Reception	Physical Development					
	I am learning about Gross Motor Skills.	I am learning about Fine Motor Skills.	I am learning about Gross Motor Skills.	I am learning about Fine Motor Skills.	I am learning about Gross Motor Skills.	I am learning about Fine Motor Skills.
	• Moving in different ways and directions. • Crawling, balancing and climbing over the different apparatus. • Sitting at a table correctly. • Lining up – queuing. Using the balance bikes. • Spatial awareness – pedalling trikes, jumping up and down ladders, moving across the apparatus outside. • Rolling tyres in different directions. • Pulling tyres with ropes. • Dancing with ribbon sticks and scarves. • Parachute games – swapping places. • Chasing ring games.	• Using knives, scissors, mashers, graters, tweezers and sieves. • Using trowels and forks when digging. • Undressing and dressing dolls. • Threading beads and cotton reels. • Manipulating playdough – rolling eggs and cut them with a knife once they have made them. • Making imprints in playdough. • Making impressions using textures. • Manipulating playdough – brooms by rolling into a sausage shapes. • Manipulating playdough – using rolling pins and	• Apparatus work. • Practising different ways to move – spin, rock, tilt, fall, slide and bounce. • Use these different ways of moving on the apparatus. • Balancing of different parts of their bodies. • Pushing and pulling their bodies. • Moving sideways, bouncing, bunny jumps and star jumps on and off the apparatus. • Throwing and catching balls. • Throwing balls at a target. • Kicking and passing the balls to one another. • Kicking balls at different targets.	• Using jugs and funnels for pouring and stirring investigations. • Using clay tools, peelers, pipettes, and water sprays. • Manipulating playdough – Gingerbread cutters, 2D shape cutters and rolling pins. • Manipulating playdough – making different types of bread and experimenting with the techniques. • Manipulating playdough –animals, fruit. • Kneading clay and manipulating it to make simple pots. • Clay imprints.	• Timed activities – running, speed bounce, running, bouncing balls, throwing balls at a target. • Sport’s Day practice. • Creating obstacle courses and moving across them using a variety of skills. • Throwing and catching beach balls. Using the bats to hit a ball – batting to one another. • Moving using exaggerated movements. • Team games: ○ Playing Tails ○ Stuck in the Mud ○ Baked Beans ○ What’s the time Mr Wolf	• Using syringes, whisks and a hole punch. • Attaching fruit together by sewing using a needle and thread. • Attaching paper using treasury tags. • Making 3D minibeasts using a variety of materials. • Manipulating playdough –making 2D and 3D shapes, mini beasts, sea creatures, dinosaurs. • To make a salt dough model of Gaudi’s dragon. • Holding a pencil – focusing on ascenders and descenders –

	Spatial awareness – traffic lights, cones and domes, dodging mats, jumping in and out of hoops.	Christmas cutters to make cookies. - Holding a pencil – tracing lines, circles and spirals – anti-clockwise. - Learning the formation of Phase 2 phonemes /graphemes. - Folding, rolling, cutting and wrapping using paper. - Manipulating construction kits - Magnetics, unifix, clever sticks, Duplo, foam blocks – experiment with the different kits.	Dance – Handa’s Surprise (Val Sabin)	- Cutting out different features and making a gingerbread man. - Making 3D maps with blocks and junk materials. - Curling paper for feathers to create 2D hens. - Paper plate animals – using different paper techniques. - Holding a pencil – learning the formation of Phase 2/3 phonemes/graphemes - Manipulating construction kits - wooden blocks, inter star, stickle bricks – experiment with the different kits.	- Simple ball games. - Patting balloons.	writing on lined paper. - Focusing on lower case letters and capital letters. - Manipulating construction kits - mobilo, nuts and bolts– experiment with the different kits.
	<i>Vocabulary:</i> Balance, jump, roll, space, thread, trace, fold, shapes, bend		<i>Vocabulary:</i> Throwing, catching, kicking, change direction, cutting, tripod grip		<i>Vocabulary:</i> Running, obstacle, team games, score, win, travel	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction to PE 2	Fundamentals unit 2	Gymnastic unit 2	Dance unit 2	Ball skills unit 2	Games unit 2
	I am learning about Introduction to PE 2	I am learning about Fundamentals 2	I am learning about Gymnastic unit 2	I am learning about Dance unit 2	I am learning about Ball skills unit 2	I am learning about Games unit 2
	- I can make independent choices. - I can negotiate space safely with consideration for myself and others. - I can follow instructions involving several ideas or actions.	- I am confident to try new challenges, deciding on the skills I use to complete the task. - I can negotiate space safely with consideration for myself and others.	- I am confident to try new challenges. - I can combine movements, selecting actions in response to the task and apparatus. - I can confidently and safely use a	- I am confident to try new challenges and perform in front of others. - I can combine movements, selecting actions in response to the task. - I can negotiate space safely with	- I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas of actions - I persevere when trying new challenges	- I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I play co-operatively, take

	- I play co-operatively and take turns with others - I understand the rules and can explain why it is important to follow them - I use movements skills with developing balance and co-ordination	- I follow instructions involving several ideas or actions. - I play co-operatively, take turns and congratulate others. - I play games honestly with consideration of the rules - I show an understanding of my feelings and can regulate my behaviour - I use movement skills with developing balance and co-ordination.	range of large and small apparatus. - I can negotiate space safely with consideration for myself and others. - I can follow instructions involving several ideas or actions. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. - I work co-operatively with others and take turns.	consideration for myself and others. - I follow respect towards others when providing feedback. - I use movement skills when developing strength, balance, and co-ordination showing increasing control and grace.	- I play ball games with consideration of the rules - I play co-operatively and take turns with others. - I use ball skills when developing competence and accuracy.	turns and encourage others. - I play games honestly with consideration of the rules. - I show an understanding of my feelings and can regulate my behaviour - I can use ball skills with developing competence and accuracy. - I use movement skills with developing balance and co-ordination.
	Vocabulary: Catch, direction, space, stop, safely	Vocabulary: Balance, jump, run, crawl, slide, hop	Vocabulary: Hold, roll, travel, land, still, balance	Vocabulary: Actions, beat, counts, shape, travel start/ end position	Vocabulary: Dribble, target, throw, roll, kick, ready	Vocabulary: Win, lose, score, team, target, safely
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fundamental skills Ball skills	Dance	Gymnastics	Sending and receiving	Net and wall Athletics	Invasion games
	I am learning about fundamental movement skills. Concept – Fundamental movement skills, fitness and athletics	I am learning about dance. Concept – Gymnastics and Dance	I am learning about gymnastics. Concept – Gymnastics and Dance	I am learning about sending and receiving Concept – Net and wall games	I am learning about athletics Concept – Fundamental movement skills, fitness and athletics	I am learning about invasion games. Concept – Invasion Games

	Core learning: • I can change direction when moving at speed. • I can run at different speeds. • I can show hopping and jumping movements. • I can work co-operatively with others to complete tasks. • I show balance and co-ordination when static and moving at a slow speed.	Core learning: • I am beginning to use counts to copy, remember and repeat actions. • I can move confidently and safely. • I can use different parts of the body in isolation and together. • I can work with others to share ideas and select actions. • I say what I liked about someone else's performance.	Core learning: • I am confident to perform in front of others. • I can link simple actions together to create a sequence by remembering repeat actions and shapes. • I can make my body tense, relaxed, stretched and curled. • I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.	Core learning: • I am beginning to send and receive a ball with my feet. • I can catch a ball with some success. • I can roll and throw a ball towards a target or partner. • I can track a ball that is coming towards me. • I can work co-operatively with a partner. •	Core learning: • I am beginning to show balance and co-ordination when changing direction. • I am developing overarm throwing towards a target. • I can run at different speeds. • I try my best. • I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.	Core learning: • I am beginning to dribble a ball with my hands and feet. • I can recognise space when playing games. • I can send and receive a ball with hands and feet. • I can use simple rules to play fairly. • I understand what to do when I am a defender and what to do when I am an attacker.
	Vocabulary: Fundamentals - direction, jumping, skipping, running	Vocabulary: Dance - Action, beat, counts, timing	Vocabulary: Gymnastics - star, tuck, pike, arch, straddle, dish	Vocabulary: Sending and receiving - catch, sending, receiving,	Vocabulary: Athletics - Agility, balance, co-ordination,	Vocabulary: Invasion games - attacker, defender, dodge, marking
	I am learning about ball skills. Concept – Striking and Fielding Games				I am learning about net and wall games Concept – Net and wall games	

	Core learning: • I am beginning to catch with two hands. • I am beginning to dribble a ball with my hands and feet. • I am beginning to understand simple tactics. • I can roll and throw with some accuracy towards a target. • I can work co-operatively with a partner. •				Core learning: • I can hit a ball using a racket. • I can throw a ball to land over the net and into the court area. • I can track balls and other equipment sent to me. • I know how to score points. • I show honesty and fair play when playing against an opponent.	•
	Vocabulary: Ball games- Dribble, roll, catch				Vocabulary: Net and wall games- ready position, underarm, track, feeding	
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fundamental skills Ball skills	Dance	Gymnastics	Sending and receiving	Net and wall Athletics	Invasion games
	I am learning about fundamental movement skills. Concept – Fundamental movement skills, fitness and athletics	I am learning about dance. Concept – Gymnastics and Dance	I am learning about gymnastics. Concept – Gymnastics and Dance	I am learning about sending and receiving Concept – Net and wall games	I am learning about athletics Concept – Fundamental movement skills, fitness and athletics	I am learning about invasion games. Concept – Invasion Games
	Core learning: • I am beginning to turn and jump in an individual skipping rope. • I can show balance and coordination when changing direction or speed. • I can show hopping, skipping and jumping	Core learning: • I can copy, remember, repeat and create dance phrases. • I can show a character and idea through the actions and dynamics I choose. • I can use counts to stay in time with the music.	Core learning: • I am proud of my work and confident to perform in front of others. • I can perform the basic gymnastic actions with some control and balance.	Core learning: • I can accurately throw, kick and roll a ball to a partner or target. • I can catch a ball passed to me, with and without a bounce. • I can track a ball and stop it using my hands and feet.	Core learning: • I show balance and co-ordination when running at different speeds. • I can jump and land with control. • I can use an overarm throw to help me to throw for distance.	Core learning: • I can dodge and find space away from the other team. • I can move with a ball towards goal. • I can sometimes dribble a ball with my hands and feet.

	movements with some balance and control. • I can work co-operatively with a partner and a small group. •	• I can work with a partner using mirroring and unison in our actions. • I show confidence to perform.	• I can plan and repeat simple sequences of actions. • I can use directions and levels to make my work look interesting. • I can work safely with others and apparatus.	• I can work co-operatively with a partner and a small group. I can work safely to send a ball towards a partner using a piece of equipment.	• I can work with others, taking turns and sharing ideas. • I can identify good technique.	• I know how to score points and can remember the score. • I can attempt to send the ball to a person on my team or win the ball from a person not on my team. •
	<i>Vocabulary:</i> Fundamentals-balance, agility, dodge, weight	<i>Vocabulary:</i> Dance- expression,, dynamics, unison, , perform	<i>Vocabulary:</i> Gymnastics- pathway, sequence, barrel roll, straight roll, forward roll	<i>Vocabulary:</i> Sending and receiving- distance, sending, receiving,	<i>Vocabulary:</i> Athletics- running, jumping, overarm throw	<i>Vocabulary:</i> Invasion games- attack, defend, possession, send, receive
	I am learning about ball skills. Concept – Striking and Fielding Games				I am learning about net and wall games Concept – Net and wall games	
	Core learning: • I am beginning to understand and use simple tactics. • I can dribble a ball with my hands and feet with some control. • I can send and receive a ball using rolling, kicking, throwing and catching skills. • I can track a ball and collect it. • I can work co-operatively with a partner and a small group.				Core learning: • I can defend space on my court using the ready position. • I can hit a ball over the net and into the court area. • I can use simple tactics to make it difficult for an opponent. • I know how to score points and can remember the score. • I show good sportsmanship when playing against an opponent.	
	<i>Vocabulary:</i> Ball skills- control, target, sending, tracking				<i>Vocabulary:</i> Net and wall games- rallying, footwork, feeding, hitting	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 3	Dance Fundamental skills	Gymnastics Ball skills	Yoga Tennis	OAA Netball	Athletics Handball	Rounders Football
	I am learning about dance. Concept – Gymnastics and Dance	I am learning about gymnastics. Concept – Gymnastics and Dance	I am learning about Yoga. Concept – Fundamental movement skills, fitness and athletics	I am learning about outdoor and adventurous activities. Concept – Outdoor and Adventurous Activities and Team Building	I am learning about athletics Concept – Fundamental movement skills, fitness and athletics	I am learning about Football. Concept- Invasion games
	Core learning: • I can be respectful of others when watching them perform. • I can repeat, remember and perform a dance phrase by using counts to keep in time with a partner. • I can use dynamic and expressive qualities in relation to an idea. • I can work with a partner and in a small group, sharing ideas.	Core learning: • I can adapt sequences to suit different types of apparatus. • I can choose actions that flow well into one another. • I can complete actions with increasing balance and control. • I can use matching and contrasting actions in a partner sequence. • I use a greater number of my own ideas for movements in response to a task.	Core learning: • I can copy and link yoga poses together to create a short flow. • I can work with others to create a flow including a number of poses. • I show some stability when holding my yoga poses.	Core learning: • I am developing map reading skills. • I can follow and give instructions as well as listen to and accept others' ideas. • I can plan and attempt to apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges and am beginning to understand why. • I can work collaboratively with a partner and a small group.	Core learning: • I can take part in a relay activity, remembering when to run and what to do. • I can throw a variety of objects, changing my action for accuracy and distance. • I can use different take off and landings when developing my jumping for distance. • I can use key points to help me to improve my sprinting technique. • I show determination to achieve my personal best.	Core learning: • I am beginning to use simple tactics. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can dribble, pass, receive and shoot the ball with some control. • I can find space away from others and near to my goal. • I can provide feedback using key words. • I can track an opponent to slow them down. • I understand my role as an attacker and as a defender. • I work co-operatively with my group to self-manage games.
	Vocabulary: Dance - cannon, formation, perform, timing, unison	Vocabulary: Gymnastics - body tension, extend, point, matching	Vocabulary: Yoga - base, contact, flexibility, hinge, pose, stretch	Vocabulary: OAA - compass, map, route, symbol, tactics, navigate. Problem solve	Vocabulary: Athletics - control, personal best, power, technique, strength	Vocabulary: Football - Control, defend, track, delay, pitch, shoot, referee

	I am learning about fundamental movement skills. Concept – Fundamental movement skills, fitness and athletic	I am learning about ball skills. Concept – Striking and Fielding Games	I am learning about tennis. Concept – Net and Wall Games	I am learning about netball. Concept – Invasion Games	I am learning about Handball. Concept- Invasion games	I am learning about rounders. Concept – Striking and Fielding Games
	Core learning: • I understand why it is important to warm up. • I am able to jump and turn a skipping rope. • I can change direction quickly. • I can link hopping and jumping actions. • I demonstrate balance when performing other fundamental skills.	Core learning: • I can catch different sized objects with increasing consistency with two hands. • I can dribble a ball with control. • I can persevere when learning a new skill. • I can throw with accuracy and increasing consistency to a target using a variety of throwing techniques. • I can track the path of a ball that is not sent directly to me.	Core learning: • I can learn the rules of the game and I am beginning to use them to play fairly. • I can return a ball to a partner. • I can use basic racket skills. • I work cooperatively with my group to self-manage games.	Core learning: • I can begin to use simple tactics by communicating with my team and moving into space to support them. • I can learn the rules of the game and am beginning to use them honestly. • I can pass, receive and shoot the ball with some control. • I understand my role as an attacker and as a defender. • I can work cooperatively with my group to self-manage games.	Core learning • I am learning the rules of the game and am beginning to use them honestly. • I can defend an opponent to slow them down. • I can find space away from others and near to my goal. • I can provide feedback using key words. • I can throw, catch and shoot the ball with some control. • I understand my role both as a defender as an attacker. • I work co-operatively with my group to self-manage games.	Core learning: • I can begin to bowl a ball towards a target. • I can begin to strike a bowled ball. • I can learn the rules of the game and I am beginning to use them. • I can use overarm and underarm throwing and catching skills. • I work co-operatively with my group to self-manage games.
	<i>Vocabulary:</i> Fundamentals- agility, balance, rhythm, take off	<i>Vocabulary:</i> Ball skills- possession, power, technique, block, accurate	<i>Vocabulary:</i> Tennis- backhand, court, feeder, forehand, rally, track	<i>Vocabulary:</i> Netball- attack, defend, invasion, opposition, umpire,	<i>Vocabulary:</i> Handball- Accurate, intercept, invasion, opposition, possession	<i>Vocabulary:</i> Rounders- bowler, stumped out, umpire, short barrier, caught out
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dance Dodgeball	Gymnastics Handball	Yoga Netball	OAA Basketball	Athletics Rugby	Cricket Tennis

I am learning about dance. Concept – Gymnastics and Dance	I am learning about gymnastics. Concept – Gymnastics and Dance	I am learning about Yoga. Concept – Fundamental movement skills, fitness and athletics	I am learning about outdoor and adventurous activities. Concept – Outdoor and Adventurous Activities and Team Building	I am learning about athletics Concept – Fundamental movement skills, fitness and athletics	I am learning about cricket. Concept – Striking and Fielding Games
Core learning: • I can choose actions and dynamics to convey a character or idea. • I can copy and remember set choreography. • I can use counts to keep in time with others and the music. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • I show respect for others when working as a group and watching others perform.	Core learning: • I can plan and perform sequences with a partner that include a change of level and shape. • I can provide feedback using appropriate language relating to the lesson. • I can safely perform balances individually and with a partner. • I can watch, describe and suggest possible improvements to others' performances and my own. • I understand how body tension can improve the control and quality of my movements.	Core learning: • I can link poses together to create a yoga flow. • I can transition from pose to pose in time with my breath. • I can work collaboratively and effectively with others. • I demonstrate yoga poses which show clear shapes. • I show increasing control and balance when moving from one pose to another.	Core learning: • I can accurately follow and give instructions. • I can work collaboratively with others by communicating ideas and listening to others. • I can identify key symbols on a map and use a key to help navigate around a grid. • I can plan and apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges.	Core learning: • I can demonstrate the difference in sprinting and jogging techniques. • I can jump for distance with balance and control. • I can throw with some accuracy and power to a target area. • I show determination to improve my personal best. • I support and encourage others to work to their best.	Core learning: • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I can strike a bowled ball after a bounce. • I can use overarm and underarm throwing to bowl a ball, and use catching skills with increasing accuracy. I share ideas and work with others to manage our game.
<i>Vocabulary:</i> Dance - action and reaction, flow, phrase, rhythm, space, structure	<i>Vocabulary:</i> Gymnastics - bridge, contrast, fluidity, rotation, stability	<i>Vocabulary:</i> Yoga - gratitude, lengthen, pose, stable, wellbeing	<i>Vocabulary:</i> OAA - leader, key, orientate, role, solve	<i>Vocabulary:</i> Athletics - launch, official, pace, stride, speed	<i>Vocabulary:</i> Cricket - bowled out, caught out, momentum, two-handed pick up, wicket
I am learning about dodgeball. Concept- invasion games	I am learning about handball. Concept – Invasion Games	I am learning about netball. Concept- net and wall games	I am learning about basketball. Concept – Invasion Games	I am learning about rugby. Concept- Invasion games	I am learning about tennis. Concept – Net and Wall Games

	Core learning • I can catch with increasing consistency • I can communicate with my teammates to apply simple tactics. • I can provide feedback using key terminology and understand what I need to do to improve. • I can return to the ready position to defend myself. • I can throw with some accuracy at a target. • I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	Core learning: • I am learning the rules of the game and am beginning to use them honestly. • I can defend an opponent to slow them down. • I can find space away from others and near to my goal. • I can throw, catch, dribble and shoot the ball with some control. • I understand my role both as a defender and as an attacker.	Core learning : • I can defend one on one and know when to win the ball. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can move to a space to help my team to keep possession and score goals. • I can pass, receive and shoot the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly.	Core learning: • I can delay an opponent and help to prevent the other team from scoring. • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can use simple tactics to help my team score or gain possession. • I understand the rules of the game and I can use them often and honestly. •	Core learning: • I can delay an opponent and help prevent the other team from scoring. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can help my team keep possession and score tries when I play in attack. • I can pass and receive the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly.	Core learning: • I understand the rules of the game and I can use them often and honestly. • I can communicate with my teammates to apply simple tactics. • I can return to the ready position to defend my own court. • I can use a range of basic racket skills to sometimes play a continuous game. • I share ideas and work with others to manage our game. •
	Vocabulary: Dodgeball - Agility, caught out, cushion, hit out, release, avoid	Vocabulary: Handball - gain, intercept, invasion, supporting, space, attacking	Vocabulary: Netball - obstruct, pivot, footwork, deny, invasion, intercept	Vocabulary: Basketball - accelerate, delay, protect, deny, gain	Vocabulary: Rugby - possession, offside, gain, forward pass, dodge, try	Vocabulary: Tennis - co-operative, compete, deny, extend, receive, reflect
	Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
	Dance Badminton	Gymnastics Dodgeball	Yoga Volleyball	OAA Tennis	Athletics Basketball	Cricket Rugby

I am learning about swimming. Concept – Swimming Core learning: • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations.					
I am learning about badminton. Concept – Net and Wall Games	I am learning about gymnastics. Concept – Gymnastics and Dance	I am learning about Yoga. Concept – Fundamental movement skills, fitness and athletics	I am learning about outdoor and adventurous activities. Concept – Outdoor and Adventurous Activities and Team Building	I am learning about athletics. Concept – Fundamental movement skills, fitness and athletics	I am learning about tag Rugby Concept – Invasion Games
Core learning: • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I can work co-operatively with others to manage our game. • I can return to the ready position to defend my own court. • I can use a range of basic racket skills to play a continuous game. •	Core learning: • I can lead a partner through short warm-up routines. • I can create and perform sequences using apparatus, individually and with a partner. • I can use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance. • I can use strength and flexibility to improve the quality of a performance. • I can work safely when learning a new skill to keep myself and others safe.	Core learning: • I am confident to lead others through poses and flows. • I can create a yoga flow individually and with others. • I can move with control from one pose to another demonstrating good balance. • I can use my breath to move from pose to pose. • I show balance, strength and flexibility whilst holding yoga poses.	Core learning: • I can orientate a map and use it to navigate around a course. • I can reflect on when I was successful at solving challenges and alter my methods in order to improve. • I can use critical thinking to approach a task. • I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. •	Core learning: • I can identify good athletic performance and explain why it is good. • I can perform a range of jumps showing some technique to control my take-off and landing. • I can take on the role of coach, official and timer when working in a group. • I persevere to achieve my personal best. I show accuracy and power when throwing for distance.	Core learning: • I can communicate with my team and move into space to keep possession and score. • I can identify when I was successful and what I need to do to improve. • I can pass and receive the ball with some control under pressure. • I can tag opponents and close down space. • I understand the rules of the game and I can apply them honestly most of the time. •
Vocabulary: Badminton- Dominant, non-dominant, serve, pressure, sportsmanship	Vocabulary: Gymnastics- asymmetrical, mirroring, synchronisation, transition	Vocabulary: Yoga- contact, exhale, fluidly, inhale, posture, stability	Vocabulary: OAA- cardinal points, navigation, orientate, solve, negotiate, solve	Vocabulary: Athletics- Changeover, force, momentum, stamina, stride,	Vocabulary: Tag rugby- ball carrier, possession, situation, close down

	I am learning about dance. Concept – Gymnastics and Dance	I am learning about dodgeball. Concept – Invasion Games	I am learning about volleyball. Concept – Net and Wall Games	I am learning about tennis. Concept – Net and Wall Games	I am learning about basketball. Concept- invasion games	I am learning about cricket. Concept- striking and fielding
	Core learning: • I can lead a group through short warm-up routines. • I can accurately copy and repeat set choreography. • I can choreograph phrases individually and with others considering actions and dynamics. • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can use counts when choreographing to stay in time with others and the music.	Core learning: • I can throw accurately at a target. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I can work co-operatively with others to manage our game. • I understand there are different skills for different situations and I am beginning to use these.	Core learning: • I can use the rules to referee a game. • I can work co-operatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I can return to the ready position to defend my own court. I can use a range of basic racket skills to sometimes play a continuous game.	Core learning: • I can identify when I was successful and what I need to do to improve. • I can return to the ready position to defend my own court. • I can use a range of basic racket skills to play a continuous game. • I understand the rules of the game and I can apply them honestly most of the time. •	Core learning • I can communicate with my team and move into space to keep possession and score. • I can dribble, pass, receive and shoot the ball with some control under pressure. • I can identify when I was successful and what I need to do to improve. • I can use tracking and intercepting when playing in defence. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations, and I am beginning to apply this.	Core learning • I am developing a wider range of fielding skills, and I am beginning to sue these under some pressure. • I can identify when I was successful and what I need to do to improve. • I can strike a bowled ball with increasing consistency. • I can work co-operatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations, and I am beginning to use this.
	Vocabulary: Dance-	Vocabulary: Dodgeball-	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:

	<i>Choreograph, dynamics, motif, phrase, genre</i>	<i>avoid, fake, situation, tactic</i>	<i>Volleyball- opposition, volley, serve, co-operatively</i>	<i>Tennis- baseline, consecutive, groundstroke, readjust, serve</i>	<i>Basketball- ball carrier, close down, delay, rebound, receiver, tournament</i>	<i>Cricket- backing up, deep catch, grip, long barrier, momentum, short barrier</i>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	I summer 2
	Dance Netball	Gymnastics Volleyball	Yoga Badminton	OAA Fitness	Athletics Tennis	Rounders Football
Year 6	I am learning about swimming. Concept – Swimming Core learning: • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations.					
	I am learning about dance. Concept – Gymnastics and Dance	I am learning about gymnastics. Concept – Gymnastics and Dance	I am learning about yoga. Concept- Fundamental movement skills, fitness and athletics	I am learning about fitness. Concept – Fundamental movement skills, fitness and athletics	I am learning about athletics. Concept – Fundamental movement skills, fitness and athletics	I am learning about football. Concept – Invasion Games

	Core learning: • I can lead a small group through a short warm-up routine. • I can choreograph a dance and work safely using a prop. • I can perform dances confidently and fluently with accuracy and good timing. • I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. • I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.	Core learning: • I can lead a small group through a short warm-up routine. • I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can work collaboratively with others to create and perform sequences using compositional devices to improve the quality. • I understand how to work safely when learning a new skill. • I understand what counterbalance and counter tension is and can show examples with a partner.	Core learning: • I am confident to lead others, demonstrating poses and teaching them my flow. • I can use feedback provided to improve the quality of my work. • I can use my breath to transition from one pose to another with control. • I can use yoga poses to improve my flexibility, strength and balance. • I choose poses which link easily from one to the other to help my sequence flow. • I can recognise my own and others strengths and areas for development and can suggest ways to improve. • I understand that there are different areas of fitness and how this helps me in different activities.	Core learning: • I can change my running technique to adapt to different distances. • I can collect, record and analyse scores to identify areas where I have made the most improvement. • I encourage and motivate others to work to their best. • I understand that there are different areas of fitness and how this helps me in different activities. • I work to my maximum consistently when presented with challenges.	Core learning: • I can compete within the rules showing fair play and honesty. • I can identify my own and others' strengths and areas for development and can suggest ways to improve. • I can perform jumps and throws for distance using good technique. • I can select and apply the best pace for a running event. • I use different strategies to persevere to achieve my personal best.	Core learning: • I can create and use space, dribble, pass, receive and shoot the ball with increasing control under pressure to help my team. • I can use marking, tackling and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly.
	Vocabulary: Dance- inspiration, rehearse, style, transition, choreography	Vocabulary: Gymnastics- competent, progression, refine, contrasting	Vocabulary: Yoga- concentrate, engage, expand, exhale, fluidity	Vocabulary: Fitness- consistent, persevere, stable, power, motivate, record	Vocabulary: Athletics- Maximum, officiate, release, rhythm, stance	Vocabulary: Football- abide, possession, tactics, consecutive, sportsman

	I am learning about netball. Concept- invasion games	I am learning about volleyball. Concept – Net and Wall Games	I am learning about badminton. Concept – Net and Wall Games	I am learning about outdoor and adventurous activities. Concept – Outdoor and Adventurous Activities and Team Building	I am learning about tennis Concept- net and wall games	I am learning about rounders Concept- striking and fielding
	Core learning: • I can create and use space to help my team. • I can pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking and or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games runs smoothly. • I recognise my own and other strengths and area for development and can suggest ways to improve.	Core learning: • I can select the appropriate action for the situation and make this decision quickly. • I can use a wider range of skills with increasing control under pressure. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. • I can work in collaboration with others so that games run smoothly.	Core learning: • I can use the rules of the game consistently to play honestly and fairly. • I can select the appropriate action for the situation and make this decision quickly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others' strengths and areas for development and can suggest ways to improve.	Core learning: • I am inclusive of others, can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges.	Core learning: • I can select the appropriate action for the situation and make this decision quickly. • I can use a wider range of skills with increasing control under pressure. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I can recognise my own and other strengths and areas for development and can suggest ways to improve.	Core learning: • I can strike a bowled ball with increasing consistency. • I can use a wider range of skills with increasing control under pressure. • I can use the rules of the game to play fairly. • I can work collaboratively with others to get the batters out. • I can work in collaboration with others or that games run smoothly. • I recognise my own and others strengths and areas for development and cans suggest ways to improve. • I understand and can apply some tactics in the game as a batter, bowler and fielder.

					I understand that there are different areas of fitness and how this helps me in different activities.	
	Vocabulary: Netball - Abide, ball side, definite, dominant, extend, umpire	Vocabulary: Volleyball - dig, serve, thrust, recover,	Vocabulary: Badminton - Abide, serve, sportsmanship, recover, placement ,	Vocabulary: OAA - adhere, determine, evaluate, location, orientate, inclusive	Vocabulary: Tennis - Doubles, placement, pressure, serve, recover, stance	Vocabulary: Rounders - Close catch, deep catch, long barrier, short barrier, stance, track, assess