



Physical Development

Nursery	Develop Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Who am I?	Gross Motor Skills: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	The wide range of equipment and gross motor activities available	Having a go, taking a risk, building up confidence, moving, balancing, riding, throwing, catching.	move, balance, ride, throw, catch	bike, trike, run, jump, balance, chase, over, under, along, around, coat, hat, shoes, gloves, zip, button, do-up, undo
	GMS: Go up steps and stairs, or climb up apparatus, using alternate feet.	We can improve if we keep trying	Climbing, persevering	climbing	
	Fine Motor Skills: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	I can get myself dressed and undressed and will get better at this with time if I keep trying.	fine motor skills	independence	
Autumn Term 2					
Who is in my community?	GMS: Skip, hop, stand on one leg and hold a pose for a game like musical statues.	I can get better at all of these things if I keep practising.	skipping, hopping, standing on one leg, holding a pose.	improving	bike, trike, run, jump, balance, chase, over, under, along, around, coat, hat, shoes, gloves, zip, button, do-up, undo, hop, skip, statue, still, slow, fast
	Fine Motor Skills: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	I can get myself dressed and undressed and will get better at this with time if I keep trying.	fine motor skills	independence	
Spring Term 1					
How do we get to the South Pole?	GMS: Use large-muscle movements to wave flags and streamers, paint and make marks	I can use large movements to be creative.	large muscle arm movements	creativity through movement	wave, run, big, small, round, line, dot, cut, draw, stick, hammer, nail, glue, tape, saw, safe
	FMS: Use one-handed tools and equipment, for example, making snips in paper with scissors.				
Spring Term 2					
	GMS: Start taking part in some group activities which they make up for themselves, or in teams.	We can make up our own activities	Working in a group or alone; thinking creatively.	group activity, solo activity	pattern, turn, pat, tap, hold, loud, soft, fast, slow, high, low

What can we grow?	GMS: Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Patterns can be created through movement.	memorising, practising, recognising patterns.	pattern, movement	
	FMS: Show a preference for a dominant hand.	I will probably start to want to use one hand more than the other, for physical activities.	Fine and gross motor hand skills	hand preference	
	FMS: Use one-handed tools and equipment, for example, making snips in paper with scissors.				
Summer Term 1					
What is under the sea?	GMS: Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	I can choose how to use my body, depending on the situation	Choosing the appropriate body movement or skills depeding on the task.	freedom, choice, suitability	crawl, dig, mark, pen, pencil, paint, paintbrush, sweep, dab, print, walk, weave, spade, rake, hoe, till, dig, line, curve, dot
	GMS: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	I can choose resources to suit the task.	Considering which resources are best for a plan, and choosing them accordingly.	freedom, choice, suitability	
	FMS: Use a comfortable grip with good control when holding pens and pencils.	I can get better at using a pen or pencil, and find it increasingly more comfortable.	pen and pencil grip and control	controlled mark making	
Summer Term 2					
Where will adventure take us?	GMS: Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	I can work with others on a common physical goal.	Team work, gross motor skills	Team work, goal	team, help, talk, decide, together, plan, move, build, fix, healthy, body, clean, safe, look after, teeth, food, drink, toothbrush, toothpaste, suncream, water, vitamins, exercise
	FMS: Make healthy choices about food, drink, activity and toothbrushing.	I can make choices that are good for my body.	Taking responsibility	health, choice	



Physical Development

Reception	Development Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What makes me happy and healthy?	Continue to develop their movement, balancing, Riding (scooters, trikes and bikes) and ball skills.	Knowing my body can make large movements	negotiate space	Health and well-being	jump move run pencil grip writing
	Use a comfortable grip with good control when holding pens and pencils.	Know I can make small movements to manipulate my muscles,materials and tools to create different effects to explore or reach a goal	jump and land off objects appropriately	fine motor skills	
			shows preference of a dominant hand		
Autumn Term 2					
Where in the world do animals live?	Use a comfortable grip with good control when holding pens and pencils.	knowing good pencil grip and control helps me to form letters knowing what specific letters look like/each letter shape	holding a pencil effectively and using a tripod grip using correct formation	Line and Space Shape	Letters, writing, pencil grip, obstacles, space, safety
	Negotiate space and obstacles safely, with co	Understanding how adjusting speed	Negotiating space, adjusting speed	Safety, spatial awareness	
Spring Term 1					
What makes a good toy?	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Knowing that different tools can be used for a variety of purposes and that they all have their own risks.	Being able to select the correct tool and use it safely with confidence	Health	movement tools posture strength
	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Knowing that a good posture when sitting can help with my writing.	To demonstrate good posture when sitting at a table or on the floor.	Movement	
	Develop overall body-strength, balance, co-ordination and agility.	To understand the importance of space.	To be able to negotiate space successfully.	Well being	

			To be able to use large and small movements to achieve a desired effect.		
Spring Term 2					
What happens on the farm?	Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Knowing the body can be used in different ways and to perform different tasks.	Being able to use the body to engage with and achieve different skills.	Health	movement teamwork
	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Knowing which letters represent which sounds for writing.	Using good pencil control to form and write letters accurately.	Well being	
				Movement	
				Teamwork	
Summer Term 1					
How can I be a superhero?	Children show good control and coordination in large and small movements.	I understand that I can move parts of my body to make small and large movements.	I know how to use large and small movements to achieve a desired effect.	Health	big and small movements body parts
	They move confidently in a range of ways, safely negotiating space.	I understand that I can move in a variety of ways, ensuring my own and others safety.	I can develop my own spatial awareness while following health and safety practices.	Movement	
	They handle equipment and tools effectively, including pencils for writing.	I understand that our equipment needs to be treated with respect.	I know how to take care of school equipment and use them appropriately.	Well being	
Summer Term 2					
What goes up, up and	Develop overall body-strength, balance, coordination and agility.	Know how to balance. Know that physical exercise helps to develop the body.	To understand how to develop strength, balance, coordination and agility.	Health Movement Well being	balls skills handwriting health sleep
	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	Know there are a different range of ball skills.	To know that skills can be developed through practice. Know that different ball skills are needed for different activities.		
	Develop the foundation of a handwriting style which is fast, accurate and efficient.	Know how to hold a pencil.	Be able to correct their pencil grip. Use resources to help support letter formation.		

What goes up, up and away?

Know and talk about the different factors that support their overall health and wellbeing: regular physical exercise, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian. .	Know what it means to be healthy and that it covers both mental and physical health. Know the different factors that can contribute to our health.	Understand the different factors that contribute to health and wellbeing. Be able to make healthy choices.		
	Know how to form letters correctly.			



Physical Education

Year 1	National Curriculum PoS		Skills	Concepts	Vocabulary
Autumn Term 1					
What do I know about the UK and where I live in Didsbury?	Dance				
	Unit - The Toys	Know what a dance motif is.	Copying repeating and remembering simple dance actions.	Spatial awareness	motif, high, low, turn, spin, move, march, repeat, count of 8, mirroring, partner, movement, pattern, creatively, imagine, co-ordination, control,
	Understanding the importance of a warm up and the effect on different parts of the body.	Know how different toys move to use as ideas in their own composition.	Applying actions with some coordination, control and spatial awareness.	Teamwork and leadership.	
	Develop the knowledge and understanding of basic actions in a dance.	Know how to count to the beat of 8 along to a piece of music.	Perform a sequence to others	Creativity	
	Developing team work skills to contribute to and perform some basic dance actions.	Know how to control and coordinate their body to copy basic dance actions.	Give feedback to others about their performance	Performing	
	Games				
	Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time				
	Master basic movements including running, jumping, throwing and catching.				
	Develop balance, agility and co-ordination and apply these in a range of activities				
Autumn Term 2					
	Gymnastics				
	Unit - wide, narrow, curled rolling and balancing	To control moves and move elegantly from one move to the next	Travel and balance with bodies in a wide shape	Movement	wide, narrow, curled, balance, motion, flight, smooth, elegant, direction, change, body parts, position, contrast, inversion, sequence, coordination, rolling
	Demonstrate agility, balance and coordination.	To be able to work at different levels and with changes of directions	Take up wide balances and spin in wide body positions	Balance, rolling	
	Sequencing basic gymnastic movements at different levels and with changes of direction.		Take my own body weight and move in tight curled shapes	Control	
	Understanding the importance and impact on the body of warming up.	To know how to feedback to a partner (and give constructive feedback)	Create a sequence of curled movements on the floor, involving different rolls	Motion and flight	

How different was my grandparents' childhood to mine?	Perform in front of peers.	To find a good starting position on the floor	Form a sequence of long shapes whilst in balance, motion and flight	Understanding the body	
		To know what a "contrast" is	Change the direction and level of work	Performance	
		To understand why changing levels and directions are important	Perform at different levels	Direction and levels	
		To know different ways of performing with a partner	Perform with a partner	Teamwork and leadership	
		To cushion their knees when landing	Coordinate running and jumping	Performance Personal challenge	
		Different types of techniques when jumping	Discover and develop different styles of jumping (Leap, hop and jump)	Team work and leadership	
		How to improve their technique to increase the height and distance of their jumps	Throw with good technique		
		The difference between a leap and jump			
		The importance to warm up			
	How to increase the distance				
Spring Term 1					
Why are humans not like tigers? Animals including humans	Dance				direction, unison, movement, space, travel, cooperation, names and movements of various animals, level, stimulus, represent, perform, performance, audience, performer, motif, balance, coordination, control, canon, sequence
	Unit - Animals	Learn key dance vocabulary, such as 'canon' and 'motif'	Make specific movement choices based on the theme of 'animals'	Movement	
	Use the body to create theme related shapes and sequences, movements and actions in a basic dance routine.	Understand how to put dance sequences together to make a dance Know what makes a performance 'good'	Move in 'canon' with one another	Understanding the body	
	Perform to an audience.	Know what a stimulus for dance is and contribute key words to a mind map of ideas for the routine.	Work collaboratively with others to create a sequence	Performance	
	Understanding the importance of warming up before exercising and the effects of exercising on different parts of the body.	Know how to represent an idea as a dance move.	Perform a sequence to others	Creativity	
	Demonstrating agility, balance, coordination and control in a simple dance routine.	Know how to travel safely and creatively in a given space	Give feedback to others about their performance	Teamwork and leadership	
	Games				
	Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time	Some effects of activity on the body	Run skilfully any negotiate space	Health and wellbeing	
	Master basic movements including running, jumping, throwing and catching.	How to share equipment and take turns	Show increasing control of an object	Movement	
	Develop balance, agility and co-ordination and apply these in a range of activities	What a good space to stand in is	Control emotions when playing games	Understanding the body	
		To run around with their head up	Balance on one leg Move through an obstacle course skilfully	Performance Personal challenge	
		To be aware of other children when moving around	Encourage teammates whilst children wait for their turn	Team work and leadership	
		Which parts of the body will help the children balance	Play games fairly		
		To work carefully and that rushing can cause mistakes			
	Spring Term 2				
	Gymnastics				
	Unit - Balancing and spinning on points and patches	To control moves and move elegantly from one move to the next	Perform controlled spins.	Movement	spin, balance, symmetrical, aysymmtrical, support, perform, control, sequence, teamwork, front, back, top, bottom, mirroring, mirror adjacent level direction
	Demonstrate agility, balance and coordination in a simple gymnastics routine.	To be able to work at different levels and with changes of directions	Suport body in symmetrical balances.	Balance	

How can I make a fashionable logo about where I am from?	Controlling and coordinating the body to perform basic gymnastics movements.	To know what the words symmetrical and aysymmetrical mean.	Spin on apparatus.	Control	mirror, adjacent, level, direction, start, end, starting, finishing, apparatus names
	Performing infront of others.	To know how to feedback to a partner (and give constructive feedback)	Perform aysymmetrical spins.	Motion and flight	
	Understanding the importance of warming up and cooling down before and after exercising.	To find a good starting posiiton on the floor	Balance aysymmetically.	Understanding the body	
	Recognising what success looks like in myself and others.	To know what mirroring is.	Perform a sequence of spins.	Performance	
		To understand why changing levels and directions are important	Spin in and out of balances in a sequence.	Direction and levels	
		To know different ways of performing with a partner	Perform with a partner	Teamwork and ladership	
	Games				
	Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time	how to retain their focus	react quickly when setting off running	Health and wellbeing	
	Maaster basic movements including running, jumping, throwing and catching.	The importance of a good start	Demonstrate agility, balance and coordination	Movement	
	Develop balance, agility and co-ordination and apply these in a range of activities	To cushion their knees when landing	Coordinate running and jumping	Understanding the body	
		Dfferent types of techniques when jumping	Discover and develop different styles of jumping (Leap, hop & Jump)	Performance	
		how to improve their technique to increase the height and distance of their jumps	Throw with good technique	Personal challenge	
		The difference between a leap and jump		Team work and leadership	
		The importance to warm up			
		How to increase the distance of their throws			
Summer Term 1					
	Dance				
	Unit - Mini beasts	Learn key dance vocabulary, such as 'canon' and 'motif'	Make specific movement choices based on the theme and music of 'The Tiger Who Came to Tea'	Direction and levels	Travel and stillness: gallop, hop, jump, bounce, spring, turn, freeze, statue. Direction: forwards, backwards, sideways Space: near, far, in and out, on the spot, own, beginning, middle, end. Nature of movement: fast, strong, gentle
	Understand the importance of warming up and cooling down and the effect on different parts of the body.	Understand how to put dance sequences together to make a dance	Use body to create dance movements.	Creativity Performance	
	Using the body to create related shapes, movements and actions to perform a basic dance routine.	Know what makes a performance 'good'	Work collaboratively with others to create a sequence	Teamwork and leadership	
	Develop team work and collaboration.	How to contribute ideas to a mind map using a stimulus.	Perform a sequence to others	Spatial awareness	
	Performing to an audience.	Know how to translate ideas into dance actions and movements.	Give feedback to others about their performance	Evaluating and feeding back	
	Evaluating own and others dance routines.	Know how to sequence basic actions to create an effective and creative routine.	Listening to others.		

Why are some places in the world always hot and others are always cold?	Demonstrate agility, balance and coordination.	Know how to control speed when moving in a particular space.	Travel safely and creatively in a given space.		
		Know to look forwards to move around a space safely.	Showing different levels when travelling.		
		Know how to listen to and to share ideas.	Using pictures and poems to inspire shapes and movements.		
	Games				
	Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time	What the ready position is and be able to demonstrate	Get into the ready position and move into good positions to strike the ball	Health and wellbeing	
	Master basic movements including running, jumping, throwing and catching,	What the baseline and sidelines are on a tennis court	Hit the ball consistently using the forearm technique	Movement	
	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	How to strike the ball standing in the correct stance	Move around the court freely and understand where to be in order to return the ball	Understanding the body	
	Participate in team games, developing simple tactics for attacking and defending	How to strike the ball whilst its rolling towards them	Hit the ball back and forth to their partner whilst the ball is rolling along the floor	Performance	
		Basic rules of the game of tennis		Personal challenge	
				Team work and leadership	
Summer Term 2					
Who were and are the famous Manchester people?	Gymnastics				
	Unit - Pathways small and long	To know how to safely use gymnastic equipment- the climbing frame, benches	To learn and perform a routine with confidence to others.	Perform	pattern, sequence, symmetrical, assymetrical, perform, move, travel, pathway, spin, turn, right, left, start, finish, mount, dismount, push, pull, pushing, pulling, curved, zig zag, graceful, gracefully, step, stepping, direction, change, forwards, backwards.
	Understand the importance of warming up and cooling down and the effect on diffent parts of the body.	To control moves and move elegantly from one move to the next	Travel and balance with bodies by pushing or pulling themselves along	Movement	
	Develop agitily, balance and coordination.	To be able to work at different levels and with changes of direction and forces such as push and pull.	To be able to spin your body elegantly.	Travel	
	Performing a simple gymnastics routine.	To know how to jump with coordination and use different pathways	Change the direction of your movements in different pathways	Control	
	Evaluating the performances of others.	To know what pathways are in gymnastics	Step in controlled elegant movements.	Teamwork	
		How to form symmetrical and assymetrical arm movements.	Create a sequence involving stepping and turning.	Pathways	
		Knowing how to start and finish a routine using defined shapes.	Mouting and dismounting equipment safely.	Sequencing	
		Know my right and left.	Creating curved pathways on the floor and apparatus.	Safety	
			Jump in different pathways, including zig zagging.		
			Step, turn and travel gracefully.		

Games				
	Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time	What the ready position is and be able to demonstrate	Get into the ready position and move into good positions to strike the ball	Health and wellbeing
	Master basic movements including running, jumping, throwing and catching	What the baseline and side-lines are on a tennis court	Hit the ball consistently using the forearm technique	Movement
	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	How to strike the ball standing in the correct stance	Move around the court freely and understand where to be in order to return the ball	Understanding the body
	Participate in team games, developing simple tactics for attacking and defending	How to strike the ball whilst its rolling towards them	Hit the ball back and forth to their partner whilst the ball is rolling along the floor	Performance
		Basic rules of the game of tennis		Personal challenge
				Team work and leadership



Physical Education

Year 2	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Would a Dinosaur make a good pet?	Dance				
	develop balance, agility and coordination, and begin to apply these in a range of activities	Learn and practice to hop and retain balance	That eye focus and use of arms helps balance and hopping	Health and well being. Movement. Understanding the body. Performance. Personal Challenge. Teamwork and Leadership.	Balance, coordination, movement, sequence
	perform dances using simple movement patterns	Travel safely and creatively in a shared space	Look forwards and control speed to move safely		
	Create and perform a short animal sequence of actions with a clear beginning, middle and end	Travel backwards	Aware of dangers		
		Jump in a variety of ways and land safely	Glance over shoulders when travelling backwards		
		Combine a run and jump	Bend knees and use arms to lift off and balance when landing jumps.		
		Move around and dodge with awareness of others using space	Knowing preferred take off foot for jumping.		
		Use body to create theme-related shapes, movements and actions	Head up, retain focus of others in shared space		
		Communicate effectively with a partner	How to translate ideas into theme related shapes, movements and actions.		
		Remember and perform a simple sequence of movement	How to listen and vocalise own thoughts		
		Identify what looks good and give feedback and help my partner to improve	Use simple technical language and give useful, constructive feedback.		
	Games				
	Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time	How to retain their focus	React quickly when setting off running		
	Master basic movements including running, jumping, throwing and catching.	The importance of a good start	Demonstrate agility, balance and coordination		
	Develop balance, agility and co-ordination and apply these in a range of activities	To cushion their knees when landing	Coordinate running and jumping		

		Different types of techniques when jumping	Discover and develop different styles of jumping (Leap, hop & Jump)		
		How to improve their technique to increase the height and distance of their jumps	Throw with good technique and throw with a run up		
		The difference between a leap and jump	Help a peer to improve their performance with good technical feedback		
		The importance to warm up			
		How to increase the distance of their throws			
Autumn Term 2					
What lessons have we learnt from the Great Fire of London?	Gymnastics				
	Gymnastics - Pathways: Straight, zipzag and curving.	Jump with a 90 degree turn. Turn through 180 degrees.Jump through 180 and 270 degrees from a standing start.	Know what a 90. 180- and 270 degree turn looks like. How to take off on one foot and then spring from 2 feet into a jump.	Health and well being. Movement. Understanding the body. Performance. Personal Challenge. Teamwork and Leadership.	Sequence, pathways, perform, position,control, travel, apparatus
		Create a sequence in zig zag pathways. Demonstrate variety in my movements. Perform with clear starting and finishing postitions.	What a zig zag pathway is. That feedback is essential to help me improve.		
		Demonstrate zig zag and staright [pathways in my sequence work. Perform with control and adaptations to my original work. Work at all 3 levels.	Ways that I can adapt work to make it even better. The importance of changes of level and direction.		
		Perform a sequence of moves in a curved pathway. Improve my work by acting upon feedback.	What a curved pathway is. Different gymnastic moves that fit nicely into performaing a curved pathway.		
		Travel backwards and sideways as part of a sequence. Link my movements together well.	What mirroring is. How to perform in synchronicity with a partner.		
		Perform a variety of moves on floor and apparatus using different pathways. Make sequences flow.	Good ways of transitioning from one move to the next. How to make performacnes aesthetically pleasing.		
	Games				
	Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time	To use side foot when sending the pass short distances	Pass the ball accurately with some degree of technique		Health and wellbeing Movement Understanding the body
	Master basic movements including running, jumping, throwing and catching,	How to position their body in relation to the ball and opponent	Trap a ball and cushion it when receiving		Performance Personal challenge
Develop balance, agility and co-ordination, and begin to apply these in a range of activities	Why it's important to use both feet to pass, dribble or shoot	Dribble a ball using both feet and manipulate using different parts of the foot		Team work and leadership	

	Participate in team games, developing simple tactics for attacking and defending	How to defend correctly in a 1 v 1 situation	Turn confidently with a football	
			Shoot using correct technique (laces or side foot)	
			Use skills taught in a competitive environment	
Spring Term 1				
What are the main differences between my life and a small village in Africa?	Dance/ Gymnastics			
	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Know what a 90, 180 and 270 degree turn looks like	Jump with a 90 degree turn	Degree turn
		Know how to take off one foot and then spring from 2 feet into a jump	Turn through 180 degrees	Pathway
	Dance unit?	Know what a zig zag pathway is	Jump through 180 and 270 degrees from a standing start	Spring
		Know that feedback is essential to help me improve	Create a sequence in zig zag pathways	Balance
		Know ways to improve my work	Demonstrate variety in my movements	Direction
		Know how to change level and direction	Perform with clear starting and finishing positions	Sequence
		Know what a curved pathway is	Demonstrate zigzag and pathways in my sequence work	Feedback
		Know different gymnastic moves that fit nicely into performing in a curved pathway	Perform with control and adaptations in my original work	Performance
		Know what mirroring is	Work at all three height levels	
		Know how to perform in synchrony with a partner	Perform a sequence of moves in a curved pathway	
		Know good ways of transitioning from one move to the next	Improve my work by acting on feedback	
		Know to make my performances aesthetically pleasing	Travel backwards and sideways as part of a sequence	
	Games			
Spring Term 2				
	Gymnastics			

Which internationally famous person did something incredible in the past?

Pupils should be taught to: *master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	what a curled shape looks like	travel in a curled position	How to move your body in different ways -stretch -curl	Curl, levels, dynamic, arch, stretch
	That I can magpie idea from others	Support my own body weight in a curled position		
	What points are	Stretch whilst balanced		
	How to form arches with my body	Create a sequence which flows and involves arches with my body		
	The importance of working at different levels and with different dynamics	Create a sequence with seamless transitions between stretches and curls		
	How to give good feedback to a partner	Arch my body		
	The difference between stretching and curling	Stretch and curl whilst performing a variety of gymnastic movements		
	How to 'perform' with good starting and finishing positions, good eye focus and a positive confident demeanour	Demonstrate a variety of ways of travelling into and out of support		
	A range of different types of jumps and which are stretched and which are curled			
Games				
Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time	What the ready position and striking positions looks like when hitting the ball using forehand and backhand	Send and receive a ball with some degree of accuracy	Health and wellbeing	
Master basic movements including running, jumping, throwing and catching,	How to track the flight of the ball using their eyes to judge where the ball is bouncing	Move quickly into good positions to catch	Movement	
Develop balance, agility and co-ordination, and begin to apply these in a range of activities	Which is the best technique to return the ball	Strike a ball using forehand technique with some accuracy	Understanding the body	
Participate in team games, developing simple tactics for attacking and defending	That the ball must travel over the net and land on the opposite side to win a point	Keep a rally going with a partner	Performance	
	How to play a game of tennis against an opponent.	Get into the ready position and strike the ball in the correct stance	Personal challenge	
		Strike a ball backhand whilst the ball is rolling	Team work and leadership	
		Move fluently around the court and get into good positions to return the ball		
Summer Term 1				
Dance/ Gymnastics				

How different are the environments close to our school?

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	Children know:	Children can:	Health and well being. Movement. Understanding the body. Performance. Personal Challenge. Teamwork and Leadership.	Dance, motif, canon, contrast, travel, movement
They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	What key dance words mean so they can use them in their practice such as canon, contrast and motif.	I can dance with control and coordination		
Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	How to work collaboratively with a partner to share ideas, work together to create movements and create a sequence of moves.	I can change rhythm, speed, level and direction in my dance		
	A range of emotions to use within their dance	I can make a sequence by linking sections together		
		I can use dance to show a mood or feeling		
Games				
Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time	Children know:	Send and receive a ball with some degree of accuracy		Health and wellbeing, movement, understanding the body, performance, personal challenge, team work and leadership
Master basic movements including running, jumping, throwing and catching,	What the ready position and striking positions looks like when hitting the ball using forehand and backhand	Move quickly into good positions to catch		
Develop balance, agility and co-ordination, and begin to apply these in a range of activities	How to track the flight of the ball using their eyes to judge where the ball is bouncing	Strike a ball using forehand technique with some accuracy		
Participate in team games, developing simple tactics for attacking and defending	Which is the best technique to return the ball	Keep a rally going with a partner		
	That the ball must travel over the net and land on the opposite side to win a point	Get into the ready position and strike the ball in the correct stance		
	How to play a game of tennis against an opponent.	Strike a ball backhand whilst the ball is rolling		
Summer Term 2				
Dance/ Gymnastics				
Pupils should be taught to: *master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	I know:	I can:	Degree jumps and turns	Zigzag, straight, curved, floor sequence, degree turn, change of direction, change of level

How can I make a moving Victorian vehicle?

		*What a 90,180,270 degree turn looks like	*Jump a 90,180,270 degree jump	Zig zag, straight and curved pathways	
		*How to take off on one foot and spring from 2 feet into a jump	*Turn through 180 degrees	Sequences and performances	
		*What a zigzag pathway is	*Create a sequence in zigzag pathways	Apparatus and floor sequences	
		*That feedback is essential to help me improve	*Demonstrate variety in my movements	Mirroring and performing in synchrony	
	Spinning, turning and twisting unit on PE Passport	*Ways that I can adapt work to improve	*Perform with clear starting and finishing positions	Perform and evaluate own and others work	
		*The importance of changes of level and direction	*Demonstrate zigzag and straight pathways in a sequence		
		*What a curved pathway is	*Perform with control and adaptations in my work		
		*Different gymnastics moves that fit nicely into performing a curved pathway	*Perform a sequence of moves in a curved pathway		
		*What mirroring is	*Improve my work by acting on feedback		
		*How to perform in synchrony with a partner	*Travel backwards and sideways as part of a sequence		
		*Good ways of transitioning from one move to the next	*Link my movements together well		
		*How to make my performance aesthetically pleasing	*Perform a variety of moves on floor and apparatus using different pathways		
	Games				
	Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time	Children know:	Children can:	Health and wellbeing	
	Master basic movements including running, jumping, throwing and catching,	What the ready position and striking positions looks like when hitting the ball using forehand and backhand	Send and receive a ball with some degree of accuracy	Movement	
	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	How to track the flight of the ball using their eyes to judge where the ball is bouncing	Move quickly into good positions to catch	Understanding the body	
	Participate in team games, developing simple tactics for attacking and defending	Which is the best technique to return the ball	Strike a ball using forehand technique with some accuracy	Performance	
		That the ball must travel over the net and land on the opposite side to win a point	Keep a rally going with a partner	Personal challenge	
		How to play a game of tennis against an opponent.	Get into the ready position and strike the ball in the correct stance	Team work and leadership	
			Strike a ball backhand whilst the ball is rolling		
			Move fluently around the court and get into good positions to return the ball		



Physical Education

Year 3	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What causes earthquakes, volcanoes and mountains?	Dance/ Gymnastics				
	develop flexibility, strength, technique, control and balance	The purpose of warming up and benefits of exercise.	Communicate effectively and listen to others.	That a dance can be created and improved on through regular feedback and evaluation.	
	perform dances using a range of movement patterns	Examples of different types of dance from around the world.	Work in pairs and small groups co-operatively.		
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To understand what is good timing, posture and extension.	Change from static actions into travelling movements.		
		To understand what is good timing and control.	Show different levels when /I travel.		
		To show mirror image and changes in level.	Improve my ideas using canon, formation changes, direction and level.		
		What is a canon dance.	Evaluate the work of others.		
	Games				
Autumn Term 2					
	Dance/ Gymnastics				
	develop flexibility, strength, technique, control and balance	The difference between point and a patch	Count beats of music		
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	How to move from one shape to another	Move on the beat		
		How to perform symmetrically and asymmetrically	Spin with control		
		How to use space	Balance		

How can I create a large structure to represent Manchester?		The importance of control	Move through different levels			
		Know the importance of, and can do, a good starting and finishing position	Roll with control			
			Travel			
			Perform			
			Link movements			
	Games					
Spring Term 1						
How did Britain change between the Stone age and Iron age?	Dance/ Gymnastics					
	develop flexibility, strength, technique, control and balance	The purpose of warming up and benefits of exercise.	To communicate effectively and listen to others.	That a dance can be created and improved on through regular feedback and evaluation.		
	perform dances using a range of movement patterns	To translate theme related actions into travelling movements.	To translate images and words into actions to communicate meaning.			
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To understand what is good timing, posture and extension.	To work in pairs and small groups co-operatively.			
		To understand what is good timing and control.	I can change from static actions into travelling movements.			
		To show mirror image and changes in level.	I can show different levels when /I travel.			
		What is a canon dance.	I can improve my ideas using canon, formation changes, direction and level.			
			I can evaluate the work of others using technical language.			
	Games					
Spring Term 2						
	Dance/ Gymnastics					

Why do we love holidays in the Mediterranean?	develop flexibility, strength, technique, control and balance	The difference between symmetrical and asymmetrical work	Take weight on patches	Gymnastics- receiving weight	
		The importance of clarity in my shapes	Create asymmetrical and symmetrical shapes in balances on patches		
		Know what inversions is	Take body weight on my back, shoulders, both in balance and in motion		
		Know how to constructively give feedback to a partner	Perform in front of my peers with physical confidence		
		How to perform a cartwheel	Take weight on my hands as part of a sequence of moves		
		The importance of good timing and control in my movements	Go into inversions		
		The technique for rolling safely on my shoulders and in a teddy bear roll	Perform shoulder and teddy bear moves		
		How to travel like a spider	Perform with control and a range of dynamics		
		What points and patches are	Receive and hold my own body weight through a variety of points and patches, both in balance and in motion		
		Share the apparatus space with others			
	Games				
Summer Term 1					
Why was Ancient Egypt’s civilization ahead of its time?	Dance/ Gymnastics				
	Demonstrate:	Understanding of relevant dance terminology:	Develop a motif demonstrating some agility, balance, coordination and precision	Egyptian dance	
	agility, balance, coordination and precision	agility , balance, coordination, precision, canon , unison, motif , phrase	Creatively change static actions into travelling movements		
	good timing, execution and performance skills	Relevant keywords to contribute to a theme-related mind map	showing different levels and pathways		
		Relevant movements and actions based on the theme of Ancient Egypt	Communicate effectively with a partner/ group		
		An understanding of constructive feedback	Improve my ideas		

ahead of its time!			Evaluate the work of others using accurate technical language		
	Games				
Summer Term 2					
How did the blossom become an apple?	Dance/ Gymnastics				
	develop flexibility, strength, technique, control and balance	The difference between point and a patch	Count beats of music	Know the importance of, and can do, a good starting and finishing position	
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	How to move from one shape to another	Move on the beat		
		How to perform symmetrically and asymmetrically	Spin with control		
		How to use space	Balance Move through different levels		
		The importance of control	Roll with control		
		Know the importance of, and can do, a good starting and finishing position	Travel		
			Perform		
			Link movements		
	Games				



Physical Education

Year 4	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Is Greece really as ancient as they say?	Swimming				
	swim competently, confidently and proficiently over a distance of at least 25 metres	Know key strokes: Front crawl, backstroke and breaststroke.	Swimming competently, confidently and proficiently over a distance of at least 25 metres.	Swimming	
	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Know the key features of self-rescue and water-safety.	Using a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Strokes for effective swimming	
	perform safe self-rescue in different water-based situations		Performing safe self-rescue in different water-based situations.	Water Safety	
	Games				
	Use running, jumping, throwing and catching in isolation and in combination	How to signal with my hands when I want to receive a pass	Send using javelin style pass accurately	Health and wellbeing	
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],	How to move into space after passing	Catch a handball on the run	Movement	
	Apply basic principles suitable for attacking and defending	The basic rules of handball for example, when in possession they can take 3 steps without dribbling	Pass and receive the ball on the move	Understanding the body	
	Develop flexibility, strength, technique, control and balance	How to back up teammates when throws are wild and misplaced	Pass quickly under pressure	Performance	
		The importance of demonstrating values of teamwork and sportsmanship	Throw/ shoot accurately using over arm technique	Personal challenge	
		How to change tactics depending on the score line.	Block shots, intercept passes	Team work and leadership	
			Play to rules of a game		
	Autumn Term 2				
	Swimming				

What are the main features of the UK?	swim competently, confidently and proficiently over a distance of at least 25 metres	Know key strokes: Front crawl, backstroke and breaststroke.	Swimming competently, confidently and proficiently over a distance of at least 25 metres.	Swimming		
	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Know the key features of self-rescue and water-safety.	Using a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Strokes for effective swimming		
	perform safe self-rescue in different water-based situations		Performing safe self-rescue in different water-based situations.	Water Safety		
	Games					
Spring Term 1						
What happens to the food we eat?	Swimming					
	swim competently, confidently and proficiently over a distance of at least 25 metres	Know key strokes: Front crawl, backstroke and breaststroke.	Swimming competently, confidently and proficiently over a distance of at least 25 metres.	Swimming		
	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Know the key features of self-rescue and water-safety.	Using a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Strokes for effective swimming		
	perform safe self-rescue in different water-based situations		Performing safe self-rescue in different water-based situations.	Water Safety		
	Games					
	Reflect and recognise success in their own performance and others	How to hold a rugby ball	Scoop a ball up from the floor	Health and wellbeing		
	Run at a fast, medium and slow speeds; changing speed and direction	To shout 'tag' when they take a take from an opponent	Pocket pass with accuracy from the right and left side	Movement		
	Develop flexibility, strength, technique, control and balance.	To run at pace when attacking against a defender	Pass a rugby ball backwards consistently	Understanding the body		
	Compare performances with previous ones and demonstrate improvement to achieve their personal best	To support the ball carrier by standing behind them when they' re running with the ball	Apply a range of skills (spin, dummy, faint) when running with the ball	Performance		
		The basic rules of tag rugby	Tag safely	Personal challenge		
		How to score a try	Make a target to receive the ball	Team work and leadership		

		How to restart games after a try has been scored	Send and receive a ball under pressure with some degree of accuracy		
		To defend across the width of the pitch	Set up defensively opposite an opponent		
			Play by the rules		
Spring Term 2					
What are the main differences about living in the UK and Spain?	Swimming				
	swim competently, confidently and proficiently over a distance of at least 25 metres	Know key strokes: Front crawl, backstroke and breaststroke.	Swimming competently, confidently and proficiently over a distance of at least 25 metres.	Swimming	
	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Know the key features of self-rescue and water-safety.	Using a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Strokes for effective swimming	
	perform safe self-rescue in different water-based situations		Performing safe self-rescue in different water-based situations.	Water Safety	
	Games				
	Reflect and recognise success in their own performance and others	What stamina is and understand how to sustain exercise for a prolonged period of time	Warm up and cool down before and after exercise	Health and wellbeing	
	Run at a fast, medium and slow speeds; changing speed and direction	What flexibility is and why it is important in life	Demonstrate good core strength	Movement	
	Develop flexibility, strength, technique, control and balance.	Why core strength & flexibility is important in almost all sports	Keep going even when muscles are fatiguing	Understanding the body	
	Compare performances with previous ones and demonstrate improvement to achieve their personal best	A range of exercises that can help develop their fitness levels	Jump dynamically	Performance	
		What plyometric are and how practising them can benefit them in PE	Start and finish a sprint race with good technique	Personal challenge	
		What different parts of the body should be doing when sprinting	Improve on previous performances	Team work and leadership	
		Why it is important to cool down and stretch after vigorous exercise.			
Summer Term 1					
	Swimming				
	swim competently, confidently and proficiently over a distance of at least 25 metres	Know key strokes: Front crawl, backstroke and breaststroke.	Swimming competently, confidently and proficiently over a distance of at least 25 metres.	Swimming	
	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Know the key features of self-rescue and water-safety.	Using a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Strokes for effective swimming	

How did Britain change between the end of the Iron Age and the end of the Roman occupation?	perform safe self-rescue in different water-based situations		Performing safe self-rescue in different water-based situations.	Water Safety	
	Games				
	Use running, jumping, throwing and catching in isolation and in combination	How to start a sprint race and understand the importance of keeping low and powerful for first few metres	Accurately replicate the technique for running, jumping and throwing events	Health and wellbeing	
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],	Which foot is the best to take off from when leaping over the hurdles	Use correct technique to start a sprint	Movement	
	Apply basic principles suitable for attacking and defending	That the furthest point of contact in any jumping event is the point measured in competition	Hurdle effectively and consistently	Understanding the body	
	Develop flexibility, strength, technique, control and balance	To position their body sideways when throwing	Sprint between hurdles and remain balanced	Performance	
		The order of a triple jump and how to remember this sequence	Jump consistently off one foot	Personal challenge	
	How to receive and transfer a relay baton	Throw overarm accurately and with power	Team work and leadership		
	How to measure their own and other children's performances	Run a relay race effectively as part of a team			
		Challenge themselves to beat previous performances			
Summer Term 2					
How can I make a functional electronic torch?	Swimming				
	swim competently, confidently and proficiently over a distance of at least 25 metres	Know key strokes: Front crawl, backstroke and breaststroke.	Swimming competently, confidently and proficiently over a distance of at least 25 metres.	Swimming	
	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Know the key features of self-rescue and water-safety.	Using a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Strokes for effective swimming	
	perform safe self-rescue in different water-based situations		Performing safe self-rescue in different water-based situations.	Water Safety	
	Games				
	Use running, jumping, throwing and catching in isolation and in combination	How to grip the bat	Stand sideways on with a high back lift ready to receive a ball	Health and wellbeing	
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],	How to move back and across to play the pull shot	Step back and across to play a pull shot	Movement	

	Apply basic principles suitable for attacking and defending	How to grip the ball when bowling	Bowl a ball overarm with control	Understanding the body
	Develop flexibility, strength, technique, control and balance	The process of bowling from the coil to release of the ball	Take up a wicket keeping stance and take balls delivered on both off and leg side.	Performance
		When to slide their bat to make up ground when running between the wickets	Throw accurately and with power	Personal challenge
		The different calls to make when batting	Hit a ball by driving and then run between a set of wickets	Team work and leadership
		How to form a long barrier to field a ball	Stop hard balls using a long barrier	



Physical Education

Year 5	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
How is a river formed?	Dance/ Gymnastics				
	Develop flexibility, strength, technique, control and balance.	Know a range of ways to: move, balance, travel, jump	Explore a range of balances - both high and low	Movement	pathway, evaluate, control, balance, tavel
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Know that pathways are an important part of gymnastics	Evaluate and improve performances	Balance	
		Know what is meant by weight on hands	Move in and out of a balance to make movements and seamless as possible	Pathways	
	Games				
	Develop flexibility, strength, technique, control and balance.	The physical and mental benefits of regular exercise.	Sustain their pace when running	Health and wellbeing	stamina, core, hydration
	Compare performances with previous ones and demonstrate improvement to achieve their personal best	Why stamina & core strength are important in most sports	Motivate themselves to do their best in a range of exercises	Movement	
		How to develop all round strength for their bodies	Work with determination	Understanding the body	
		Why relaxation and stretching is an important part of all athletes training	Perform exercises with control and good technique	Performance	
		Why it is important to warm up and cool down	Improve on previous performances	Personal challenge	
		How drinking water rehydrates the body	Communicate and negotiate with others to agree what they are going to do as a group	Team work and leadership	
	Autumn Term 2				
	Dance/ Gymnastics				
	Link skills to perform actions and sequence of movement.	That I need to get some momentum through my forward and backward rolls to be able to get back to my feet.	Partner work – under and over		momentum, sequence, arch, bridge

How did Britain change between the end of the Roman occupation and 1066?	Evaluate the work of others using technical language	Know what an arch and bridge are.				
	Enjoy competing and challenge myself to improve.					
	Evaluate the work of others using correct technical language.					
	Games					
	Use running, jumping, throwing and catching in isolation and in combination	Basic rules and terminology such as double dribble, travelling, triple threat and pivoting	Control the ball on the move (dribble) and keep head up	Health and wellbeing		dribble, travelling, pivot, zonal, defence
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]	How to use their body to protect the ball	Pass the ball using good technique	Movement		
	Apply basic principles suitable for attacking and defending	The techniques of passing and when its best to use a particular form of pass	Communicate with each other	Understanding the body		
	Develop flexibility, strength, technique, control and balance	How to keep possession of the ball when under pressure using quick passes and movements	Use the correct technique when shooting the basketball following (BEEF)	Performance		
	How to work as a team and use tactics against an opposition	Mark a player or an area of the court to limit opportunities for the opposition	Personal challenge			
	What the difference is between man to man and zone defence and understand the benefits of each	Control a basketball using both hands and perform various skills	Team work and leadership			
Spring Term 1						
How can I create a watermill system?	Dance/ Gymnastics					
	Perform dances using a range of movement patterns	Know how dance can be used to express feelings and emotions	Work as a team to plan and create dances	Performance	beat, levels, streetdance	
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Know and understand how dancers use counting, beats and rhythm	Evaluate own performance and performance of others	Creativity		
		Know a variety of dance movements, techniques and ways to travel	Improve performances based on feedback	Street Dance		
			Use variety of techniques to create a dance			
			Explore different shapes, pathways and levels.			
			Count beats, use step patterns and repetition in dance			
	Games					

Watermin system	Develop flexibility, strength, technique, control and balance.	How to grip a ball and the importance of carrying the ball with 2 hands	Pop pass and pocket pass	Health and wellbeing	pop, pass, pocket, pass, send, receive, formation
	Compare performances with previous ones and demonstrate improvement to achieve their personal best	What position to get into when passing left and right	Tag someone safely	Movement	
		To close the space when defending and be wary of the dummy pass	Send and receive a ball on the run and under pressure	Understanding the body	
		What the more advanced rules are when attacking and defending	Pass a rugby ball consistently with accuracy	Performance	
		To organise lines in a staggered formation when attacking	Ability to miss people out when passing the ball in a line	Personal challenge	
		What advantage is and when it is played	Compete in tag rugby games and play to agreed rules	Team work and leadership	
Spring Term 2					
Will we ever send another human to the moon?	Dance/ Gymnastics				
	P6 - demonstrate agility, balance, coordination and precision.	How to create a 4 part routine.	Demonstrate agility, balance and coordination.	Performance	symmetrical, asymmetrical, dynamics, agility
	P & S5 - Evaluate the work of others using technical language.	What makes a good sequence.	Evaluate the work of others.	Evaluation	
	C2 - Demonstrate specific performance awareness.	What the terms symmetrical and asymmetrical are and how they apply to gymnastics.	Perform to a consistent count	Movement	
		Why it is important to warm up.	Demonstrate different dynamics, levels and speed.	Reflection	
		How to get out and put equipment away safely.			
		How to change speed and direction.			
	Games				
	Develop flexibility, strength, technique, control and balance.	The physical and mental benefits of regular exercise	Sustain their pace when running	Health and wellbeing	contro, pace, sustain
	Compare performances with previous ones and demonstrate improvement to achieve their personal best	Why stamina & core strength are important in most sports	Motivate themselves to do their best in a range of exercises	Movement	
		How to develop all round strength for their bodies	Work with determination	Understanding the body	
		Why relaxation and stretching is an important part of all athletes training	Perform exercises with control and good technique	Performance	
		Why it is important to warm up and cool down	Improve on previous performances	Personal challenge	
		How drinking water rehydrates the body	Communicate and negotiate with others to agree what they are going to do as a group	Team work and leadership	
Summer Term 1					
	Dance/ Gymnastics				

Why should the Rainforests be important to us all?	Develop flexibility, strength, technique, control and balance	Know about what's happening to the Rainforest currently (e.g. deforestation, cattle farming, endangered animals)	Work as a team to plan and create a dance	Rainforest destruction dance		
	Perform dances using a range of movement patterns	Know about a variety of dance movements.	Evaluate own performance and performance of others	Health and wellbeing		
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Understand that there are different ways to travel in dance (e.g. different pathways and levels)	Improve dance based on feedback given	Movement		
		Know and understand how dancers use counting, beats and rhythm	Use a variety of techniques to create a dance	Dance		
		Know how dance can be used to express feelings and emotions	Explore different shapes, pathways and levels	Creativity		
		Know how dance can be used to express feelings and emotions	Count beats	Teamwork		
	Games					tempo, relay, sprint, hurdle, pace
	Use running, jumping, throwing and catching in isolation and in combination	How to control my running over middle distance	Change pace and run at different tempos	Health and wellbeing		
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],	To get sideways on when throwing and understand the importance of the non-throwing arm	Throw with accuracy and power using the correct technique	Understanding the body		
	Apply basic principles suitable for attacking and defending	How to generate power when throwing from the lower body	Perform the correct techniques when jumping (long jump, triple jump and vertical jump)	Movement		
	Develop flexibility, strength, technique, control and balance	How to hurdle effectively	Combine sprinting with hurdling	Performance		
		How to position themselves to receive a baton	Transfer a relay baton effectively as part of a team	Personal challenge		
				Team work and leadership		
Summer Term 2						
	Dance/ Gymnastics					
	Develop flexibility, strength, technique, control and balance	Understand that there are different ways to travel in dance (e.g. different pathways, direction and levels)Know how to use mirroring/cannon and unison in partner and group dances	Work collaboratively to plan and create a dance moves	Movement	canon, unison, mirroring	
	Perform dances using a range of movement patterns	Know and understand how dancers use counting, beats and rhythm	Evaluate own performance and performance of othersImprove dance performances based on feedback given	Dance Performance		
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Know how dance can be used to express feelings and emotions	Use a variety of techniques such as mirroring, cannon and unison to create a danceExplore different shapes, pathways, direction and levels	Creativity		

Why were the Mayans the envy of the world?			Count beats and link moves to these.	Teamwork	
	Games		Give feedback to peers		
	Use running, jumping, throwing and catching in isolation and in combination	How to grip the bat	Stand sideways on with a high back lift ready to receive a ball	Health and wellbeing	bowl, bat, pull, shot, wicket, runs, overarm
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],	How to move back and across to play the pull shot	Step back and across to play a pull shot	Movement	
	Apply basic principles suitable for attacking and defending	How to grip the ball when bowling	Bowl a ball overarm with control	Understanding the body	
		The process of bowling from the coil to release of the ball	Take up a wicket keeping stance and take balls delivered on both off and leg side.	Performance	
	Develop flexibility, strength, technique, control and balance	When to slide their bat to make up ground when running between the wickets	Throw accurately and with power	Personal challenge	
		The different calls to make when batting	Hit a ball by driving and then run between a set of wickets	Teamwork and leadership	
		Which technique to use when ground fielding and why.			



Physical Education

Year 6	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What impact did World War 1 and World War 2 have on people?	Dance/ Gymnastics				
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best	How to link skills to perform actions and sequences of movement	Hold controlled balances (with different weights) on a variety of points and patches on given number of parts	Understanding the body	Sequence, roll, travel, balance, climb, coordination, space, control, express, improvise, counterbalance and countertension
	Develop flexibility, strength, technique, control and balance	Technical language associated with gymnastics	Work in a group		
		Counterbalancing and counter tension	Create a sequence of moves in unison with a partner		
		How to perform in unison	Evaluate the work of others using correct technical language		
		Pull and push forces	Hold a range of asymmetrical and symmetrical counter balances		
		How to use range of dynamics to make a sequence aesthetically pleasing	Roll as part of a balancing and rolling sequence		
		Peer assessment using a feedback model	Use my own body weight in opposition to the apparatus		
		Performing a canon	Link skills to perform actions and sequences		
		How to use apparatus when balancing	Perform a sequence in canon at different levels		
			Link asymmetrical counter tension balances and counter balances using transitional moves		
			Challenge to improve		
	Games				
	Use running, jumping, throwing and catching in isolation and in combination	How to signal with my hands when I want to receive a pass	Send using javelin style pass accurately	Health and wellbeing	Control, Co-ordination, sprint, accuracy, technique, pass, catch, defend, attack, space, block, intercept, and teamwork, awareness, movement
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis],	How to turn your body sideways to receive a pass	Catch a handball on the run	Movement	
Apply basic principles suitable for attacking and defending	How to move into space after passing	Pass and receive the ball on the move	Understanding the body		

	Develop flexibility, strength, technique, control and balance	How to use a 'fake and go' effectively to gain an advantage over an opponent	Pass quickly under pressure	Performance		
		Advanced rules of handball.	Throw/ shoot accurately using over arm technique	Personal challenge		
		How to back up teammates when throws are wild and misplaced	Block shots, intercept passes	Team work and leadership		
		The importance of demonstrating values of teamwork and sportsmanship	Play to rules of the game			
		How to change tactics depending on the score line.				
		improvement in performance				
		How to measure elements of fitness				
		How drinking water rehydrates the body				
		What exercises will develop core strength				
Autumn Term 2						
How does the Earth recycle water?	Dance/ Gymnastics					British Values, Rule of Law, Individual Liberty, Democracy, Tolerance of those of different Faiths and Beliefs, Mutual Respect, Traveling, Mirror, Choreography, Formation, Dynamics, Canon, Unison, Feedback
	perform dances using a range of movement patterns	How to translate words/ ideas into actions and combine together	Develop a motif demonstrating some agility, balance and coordination and precision	Dance		
	compare their performance with previous ones and demonstrate improvement to achieve their personal best	How to translate theme related actions into creative, travelling movements	Creatively change static actions into travelling movements	Agility		
		How to translate images into actions to communicate meaning	Show different levels, pathways and directions when travelling			
		How to use chance choreography to create a sequence	Communicate effectively with a partner			
		How to use canon, formation changes, direction and level to improve our ideas	Communicate effectively within a group			
		How to listen to other people's ideas and vocalise own thoughts	Improve ideas			
		How to recognise good timing, execution and performance skills	Value the work of others using technical language			
	Games					
	Use running, jumping, throwing and catching in isolation and in combination	Children know:	Control a basketball using both hands and perform various skills	Understanding the body	Control, coordination, sprint, accuracy, technique, stamina, power, pass, jump, shoot, dribble, D dribble, contact, hoop, backboard, intercept, block.	
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis],	Basic rules and terminology such as double dribble, travelling, triple threat and pivoting	Control the ball on the move (dribble) and keep head up	Performance		
	Apply basic principles suitable for attacking and defending	How to use their body to protect the ball	Pass the ball using good technique	Personal challenge		

	Develop flexibility, strength, technique, control and balance	The techniques of passing and when its best to use a particular form of pass	Communicate with each other	Teamwork and leadership		
		How to keep possession of the ball when under pressure using quick passes and movements	Use the correct technique when shooting the basketball following (BEEF)			
		How to work as a team and use tactics against an opposition	Mark a player or an area of the court to limit opportunities for the opposition			
		What the difference is between man to man and zone defence and understand the benefits of each	Use different skills such as varying speed and direction to get past defenders			
Spring Term 1						
What is Evolution?	Dance/ Gymnastics					
	Travel sideways in a bunny hop and develop into	How to land safely	Take off from one foot and two feet	Agility	Flight Elevation Take-off Mount Dismount Sequence Travel apparatus	
	Cartwheeling action keeping	How to perform a variety of shapes in the air	Gain elevation from a powerful run and dynamic take off	Sequences		
	knees tucked in and by placing one hand then the	How to use apparatus as part of as part of my jumping	Create shapes whilst in flight			
	other on the floor	How to make my jumps aesthetically pleasing	Land with soft knees in a strong symmetrical position			
	Increase the variety of	How to take off on one foot and then spring from two in flight	Share space and apparatus safely with others			
	pathways, levels and speeds at which you travel	What safe mounts and dismounts look like	Mount and dismount the apparatus in imaginative ways			
	Travel in time with a partner, move away from and back to a partner	How to leapfrog and cat spring safely	To leapfrog and cat spring			
		How to link different movements and jumps	Perform jumps gracefully and use a range of interesting jumps			
		How to use different pathways within my flight sequences	Explore different levels in my sequences to include flight and travelling close to the ground			
		How to use canon and unison	Work to create a sequence as a group			
		What is the importance of timing when performing as a group				
	Games					
	Use running, jumping, throwing and catching in isolation and in combination	How to grip a ball and the importance of carrying the ball with 2 hands	Pop pass and pocket pass	Health and wellbeing Movement	Tag, Evade, Tri, Hand off, Passing, Knock on, forwards, backwards, Fake, Attacking, Defending,	
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis],	What position to get into when passing left and right	Pass well to both left and right hand sides	Understanding the body		
	Apply basic principles suitable for attacking and defending	To close the space when defending and ba wary of the dummy pass	Tag someone safely	Performance		

	Develop flexibility, strength, technique, control and balance	What the more advanced rules are when attacking and defending	Send and receive a ball on the run and under pressure	Personal challenge	
		To organise lines in a staggered formation when attacking	Pass a rugby ball consistently with accuracy	Team work and leadership	
		What advantage is and when it is played	Ability to miss people out when passing the ball in a line		
		When to pop and pocket pass	Compete in tag rugby games and play to agreed rules		
		What 'knock on, & offside' are			
		Each team has a limited amount of attempts to score a try when attacking			
Spring Term 2					
How can I find my way around?	Dance/ Gymnastics				
	Perform dances using a range of movement patterns	How to demonstrate agility, balance, coordination and precision	Develop a motif demonstrating some agility, balance, coordination and precision	Agility	Unison, Canon, Choreography, Formation, Dynamics, Level, motif
	Compare their performance with previous ones and demonstrate improvement to achieve their personal best	How to think creativity to find solutions to challenges	Creatively change static actions into travelling movements	Sequences	
	Remember and repeat a more challenging dance	How to translate images into actions to communicate meaning	Communicate effectively with others		
	phrase with improved fluency.	How to use chance choreography to create a sequence	Communicate effectively within a group		
	Works imaginatively on	How to use canon, formation changes, direction and level to improve our ideas	Improve our ideas		
	their own, with a partner and in a group to compose	How to recognise good timing, execution and performance skills	Evaluate the work of other's using simple technical language		
	motifs and structure simple				
	dances.				
	Games				
	Use running, jumping, throwing and catching in isolation and in combination	What the ready position is	Get into the ready position	Health and wellbeing	Co-ordination, forehand, backhand, fault, net, serve, smash, volley, racket, baseline, side-line, body position, striking position, awareness, agility, balance, accuracy, control
		What the court markings all mean	Grip the racket and get into sideways positions to strike the ball	Movement	
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis	How to change their body position depending on what technique they're using (backhand/ forehand)	Control where they hit the ball	Understanding the body	
	Apply basic principles suitable for attacking and defending	How to link shots (for example, serve and volley)	Volley accurately on forehand and backhand	Performance	
	Develop flexibility, strength, technique, control and balance	When to move to the net to make it difficult for their opponent to return the ball	Move freely around the court	Personal challenge	
		The rules of the game of tennis	Hit the ball consistently to a partner using forehand and backhand	Team work and leadership	

			Play competitive games using a range of ground strokes		
Summer Term 1					
Why is a successful brand important to an entrepreneur?	Dance/ Gymnastics				
	Perform dances using a range of movement patterns	How to demonstrate agility, balance, coordination and precision	Develop a motif demonstrating some agility, balance, coordination and precision	Agility	Unison, Canon, Choreography, Formation, Dynamics, Level, motif, jumps, travel, mirror
	Compare their performance with previous ones and demonstrate improvement to achieve their personal best	How to think creativity to find solutions to challenges	Creatively change static actions into travelling movements	Sequences	
	Remember and repeat a more challenging dance	How to translate images into actions to communicate meaning	Communicate effectively with others		
	phrase with improved fluency.	How to use chance choreography to create a sequence	Communicate effectively within a group		
	Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple	How to use canon, formation changes, direction and level to improve our ideas	Improve our ideas		
	dances.	How to recognise good timing, execution and performance skills	Evaluate the work of other's using simple technical language		
	Games				
	Use running, jumping, throwing and catching in isolation and in combination	How to control my running over middle distance	Change pace and run at different tempos	Health and wellbeing	Technique, sprint, throwing, jumping, leaping, hopping, power, agility, co-ordination, take off, accelerate, sequence, combination.
	Apply basic principles suitable for attacking and defending	To get sideways on when throwing and understand the importance of the non-throwing arm	Throw with accuracy and power using the correct technique	Movement	
	Develop flexibility, strength, technique, control and balance	How to generate power when throwing from the lower body	Perform the correct techniques when jumping (long jump, triple jump and vertical jump)	Understanding the body	
		How to hurdle effectively	Combine sprinting with hurdling	Performance	
		How to position themselves to receive a baton	Transfer a relay baton effectively as part of a team	Personal challenge	
				Team work and leadership	
Summer Term 2					
	Dance/ Gymnastics				
	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns	How to grip the bat, bat effectively and field	Intersecting the ball when fielding	Health and wellbeing	Front Foot drive, technique, overarm, throwing, accuracy, bowling, catching, consistent, position, fielding, awareness, tactics, umpire, off spin, leg spin, striking
	take part in outdoor and adventurous activity challenges both individually and within a team	How to dribble effectively and chest pass	Maintain control when dribbling and choosing an effective pass	Movement	
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	How can I travel effectively across a pitch	Judging space	Understanding the body	
		How can I shadow my opponent	Marking an opposing player	Performance	
				Personal challenge	

What was the Ottoman Empire?				Team work and leadership	
	Games				
	Use running, jumping, throwing and catching in isolation and in combination	How to grip the bat	Stand sideways on with a high back lift ready to receive a ball	Health and wellbeing	Front Foot drive, technique, overarm, throwing, accuracy, bowling, catching, consistent, position, fielding, awareness, tactics, umpire, off spin, leg spin, striking
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis]. Apply basic principles suitable for attacking and defending	How to move back and across to play the pull shot	Step back and across to play a pull shot	Movement	
	Develop flexibility, strength, technique, control and balance	How to grip the ball when bowling	Bowl a ball overarm with control	Understanding the body	
		The process of bowling from the coil to release of the ball	Take up a wicket keeping stance and take balls delivered on both off and leg side.	Performance	
		When to slide their bat to make up ground when running between the wickets	Throw accurately and with power	Personal challenge	
		The different calls to make when batting	Hit a ball by driving and then run between a set of wickets	Team work and leadership	