Curriculum Plan - PE

EYFS	The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE		
	Three and four year olds **Personal, Social and Emotional Development** Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. **Physical Development** • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • 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.	**Reception** **Personal, Social and Emotional Development** Manage their own needs. - personal hygiene • Know and talk about the different factors that support overall health and wellbeing: **Physical Development** Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping – climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.	**ELG** **Personal, Social and Emotional Development** **Managing Help** Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. Work and play cooperatively and take turns with others. **Physical Development** Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Expressive Arts and Design** **Being Imaginative and Expressive** • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	• 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.		
Key Vocab	**Move:** walk, run, jump, hop **Directions:** forward, backward, up, down **Speed:** fast, slow **Control:** carefully		

Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
1 and 2 **Cycle A**	Topic: Games (invasion) Core task – Piggy in the middle **Ball skills hands** Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination Skills from NC - 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	Topic: Dance Core task – Moving along **Growing** Progression of skills -copy some moves -move spontaneously -move with rhythm -demonstrate good balance -move in time to music -co-ordinate arm and leg actions -develop control of movements -Change; actions, space, relationships, dynamics -use own ideas to sequence dance -sequence and remember a dance Skills from NC -perform dances using simple movement patterns.	Topic: Gymnastics Core task – Making shapes **Wide, narrow, curled** Progression of skills -perform gymnastics sequences -teach sequences to a partner -explore the 5 basic shapes -develop balance showing good tension in the core -travel on hands and feet -complete a monkey walk, caterpillar walk and bunny hop -explore shapes in the air Skills from NC - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to	Topic: Dance Core task – Cat Dance **The zoo** Progression of skills -copy some moves -move spontaneously -move with rhythm -demonstrate good balance -move in time to music -co-ordinate arm and leg actions -develop control of movements -Change; actions, space, relationships, dynamics -use own ideas to sequence dance -sequence and remember a dance Skills from NC -perform dances using simple movement patterns.	Topic: Athletics Core task – Honey pot + furthest five **Running** Progression of skills -run for 1 minute -describe different ways of running -perform basic jumps -show confidence at take off and landings -describe different ways of jumping -throw into targets -describe different ways of throwing -explain what is successful or how to improve Skills from NC - 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	Topic: Games (striking and fielding) Core task – Kick rounders **Ball skills feet** Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination Skills from NC - 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

			apply these in a range of activities			
Key Vocab	Year 1 throw, catch, bounce, attack, defence, goal space Year 2 overarm, underarm throw, team, opponent control, defender	Year 1 ideas, actions, beat, moving, timing, growing, Year 2 rhythm, sequence, opposite, balance, respond	Year 1 travel, jump, roll, balance, shape, bench Year 2 control, slide, gallop, backward roll, beam, bridge, arch, pike jump, tuck	Year 1 respond, ideas, actions, beat, moving, timing, cat Year 2 rhythm, sequence, opposite, balance, respond, expression, emotion	Year 1 Speed, striking, throwing, distance, hurdles Year 2 Flexibility, power, strength, teamwork, training, accuracy	Year 1 rounders, field, team, score, Year 2 teamwork, player, striking, fielding, possession

Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
1 and 2 **Cycle B**	Topic: Games (invasion) Core task – Ten points hoops **Ball skills hands** Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination Skills from NC - 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	Topic: Dance Core task – Themes and dreams **Water** Progression of skills -copy some moves -move spontaneously -move with rhythm -demonstrate good balance -move in time to music -co-ordinate arm and leg actions -develop control of movements -Change; actions, space, relationships, dynamics -use own ideas to sequence dance -sequence and remember a dance Skills from NC -perform dances using simple movement patterns.	Topic: Gymnastics Core task – Families of actions **Linking** Progression of skills -perform gymnastics sequences -teach sequences to a partner -explore the 5 basic shapes -develop balance showing good tension in the core -travel on hands and feet -complete a monkey walk, caterpillar walk and bunny hop -explore shapes in the air Skills from NC - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to	Topic: Dance Core task – How does it feel? **Explorers** Progression of skills -copy some moves -move spontaneously -move with rhythm -demonstrate good balance -move in time to music -co-ordinate arm and leg actions -develop control of movements -Change; actions, space, relationships, dynamics -use own ideas to sequence dance -sequence and remember a dance Skills from NC -perform dances using simple movement patterns.	Topic: Athletics Core task – Colour Match **Dodging** Progression of skills -run for 1 minute -describe different ways of running -perform basic jumps -show confidence at take off and landings -describe different ways of jumping -throw into targets -describe different ways of throwing -explain what is successful or how to improve Skills from NC - 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	Topic: Games (net & wall) Core task – Tennis **Attack vs Defence** Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination Skills from NC - 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

			apply these in a range of activities			
Key Vocab	Year 1 throw, catch, bounce, attack, defence, goal space Year 2 overarm, underarm throw, team, opponent control, defender	Year 1 ideas, actions, beat, moving, timing, water Year 2 rhythm, sequence, opposite, balance, respond, flow, reflect	Year 1 travel, jump, roll, balance, shape, bench Year 2 Control, slide, gallop, backward roll, beam, bridge, arch, pike jump, tuck, co-ordination	Year 1 ideas, actions, beat, moving, timing, explore Year 2 rhythm, sequence, opposite, balance, respond, expression, emotion, explorer	Year 1 Speed, striking, throwing, distance, hurdles Year 2 Flexibility, power, strength, teamwork, training	Year 1 tennis, racket, aim, serve, rules, net Year 2 Opponent, control, cooperate, accuracy

Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
3 and 4 **Cycle A**	Topic: Games (invasion) Core task – 3 touch ball **Invasion-Handball** Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -practise skills in isolation and combination -work well as a team in competitive games -apply basic principles of attacking and defending -develop an understanding of fair play Skills from NC -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate , and apply basic principles suitable	Topic: Dance Core task – Machines **Space** Progression of skills -create dances to communicate an idea -Change; actions, space, relationships, dynamics -Choreographic devices motif, and repetition -structure a dance phrase, connecting different ideas -link phrases to music Skills from NC - perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**SWIMMING** Topic: Gymnastics Core task – Balancing act **Symmetry and Asymmetry** Progression of skills -perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling -work with a partner to create a sequence. -from starting shape move together, travelling, rolling, jumping. Then move apart to finish Skills from NC -develop flexibility, strength, technique, control and balance	**SWIMMING** Topic: Dance Core task – Round the clock **Weather** Progression of skills -create dances to communicate an idea -Change; actions, space, relationships, dynamics -Choreographic devices motif, and repetition -structure a dance phrase, connecting different ideas -link phrases to music Skills from NC - perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Topic: Athletics Core task – Off, up and away **Throwing and jumping** Progression of skills -perform combinations of jumps -choose different styles of jumping -watch and describe specific aspects of jumping -set realistic targets when jumping -carry out stretching and warm up safely -explore different types of throwing -consistently hit a target with a range of tools Skills from NC -develop flexibility, strength, technique, control and balance	Topic: Games (Striking and fielding) Core task – Arc rounders **Striking and fielding-Rounders** Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -practise skills in isolation and combination -work well as a team in competitive games -apply basic principles of attacking and defending -develop an understanding of fair play Skills from NC -use running, jumping, throwing and catching in isolation and in combination -play

	for attacking and defending					competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
Key Vocab	Year 3 invasion game, communication, strategy, tactics, agility Year 4 spatial awareness, decision making, chest pass, bounce pass, overhead pass, foul	Year 3 rhythm, space, machines, link, formation, direction Year 4 routine, evaluate, mirror, interconnecting, motif, character, choreography	Year 3 matching, balance, straddle, lunge, movements, perform, symmetry, asymmetry Year 4 changing levels/directions, perform, creativity, expression, partner work	Year 3 rhythm, weather, time, link, formation, direction Year 4 routine, evaluate, mirror, interconnecting, motif, character, choreography	Year 3 acceleration, deceleration, force, technique Year 4 endurance, momentum, reaction time, sprint, relay	Year 3 batter, bowler, fielder, striker, wicket, home Year 4 Fielding positions, innings, overs, fair ball, foul ball, base

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3 and 4 **Cycle B**	Topic: Games (invasion) Core task – On the attack **Netball** Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -practise skills in isolation and combination -work well as a team in competitive games -apply basic principles of attacking and defending -develop an understanding of fair play Skills from NC -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate, and apply	Topic: OAA Core task – Shipwrecked **Orienteering** Progression of skills -co-operate and hare roles within a group -listen to each others idea when planning a task Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous -follow rules to keep self and others safe. Skills from NC -take part in outdoor and adventurous activity challenges both individually and within a team	**SWIMMING** Topic: Dance Core task – Indian delight **Animals** Progression of skills -create dances to communicate an idea -Change; actions, space, relationships, dynamics -Choreographic devices motif, and repetition -structure a dance phrase, connecting different ideas -link phrases to music Skills from NC - perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**SWIMMING** Topic: Gymnastics Core task – Assessing 2/3 Durham **Bridges** Progression of skills -perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling -work with a partner to create a sequence. -from starting shape move together, travelling, rolling, jumping. Then move apart to finish Skills from NC -develop flexibility, strength, technique, control and balance	Topic: Athletics Core task – Faster, higher, further **Competitions** Progression of skills -perform combinations of jumps -choose different styles of jumping -watch and describe specific aspects of jumping -set realistic targets when jumping -carry out stretching and warm up safely -explore different types of throwing -throw with greater control -consistently hit a target with a range of implements Skills from NC -develop flexibility, strength, technique, control and balance	Topic: Games (Striking and fielding) Core task – Zone Cricket **Striking and fielding- Cricket** Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -practise skills in isolation and combination -work well as a team in competitive games -apply basic principles of attacking and defending -develop an understanding of fair play Skills from NC -use running, jumping, throwing and catching in isolation and in combination -play competitive games,

	basic principles suitable for attacking and defending					modified where appropriate, and apply basic principles suitable for attacking and defending
Key Vocab	Year 3 invasion game, communication, strategy, tactics, agility Year 4 spatial awareness, decision making, chest pass, bounce pass, overhead pass, foul	Year 3 Climbing, teamwork, problem solving Year 4 risk awareness, orienteering, strategy, tactics, communication, navigate	Year 3 matching, balance, straddle, lunge, movements, perform, symmetry, asymmetry Year 4 changing levels/directions, perform, creativity, expression, partner work	Year 3 rhythm, weather, time, link, formation, direction Year 4 routine, evaluate, mirror, interconnecting, motif, character, choreography	Year 3 acceleration, deceleration, force, technique Year 4 endurance, momentum, reaction time, sprint, relay	Year 3 batter, bowler, fielder, striker, wicket, home Year 4 Fielding positions, innings, overs, fair ball, foul ball, base

Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
5 and 6 **Cycle A**	**SWIMMING** Topic: Games (Invasion) Core task – Wide attack **Invasion-basketball** Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -develop techniques of a variety of skills to maximise team effectiveness -use tactics when attacking or defending -apply rules of fair play to competitive games Skills from NC -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate, and apply basic principles suitable	**SWIMMING** Topic: OAA Core task – Search and rescue **Communication and tactics** Progression of skills -plan and hare roles within the group based on strengths -understand individuals roles and responsibilities -adapt roles or ideas if they are not working -recognise and talk about the dangers of tasks -recognise how to keep themselves and others safe. Skills from NC -take part in outdoor and adventurous activity challenges both individually and within a team	Topic: Gymnastics Core task – Partner work **Counterbalance and tension** Progression of skills -continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner -combine phases of earlier rolling actions to perform the full forward roll -begin a backward roll -explore balancing on combinations of 1/2/3/4 points -move in and out of balances fluently -perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Skills from NC	Topic: Dance Core task – What's so funny? **The Circus** Progression of skills -create longer, challenging dance phrases -select appropriate movement material to express ideas/thoughts/feelings -Choreographic devices motif, and repetition -structure a dance phrase, connecting different ideas -link phrases to music Skills from NC - perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**SWIMMING** Topic: Athletics Core task – Distance challenge **Competition** Progression of skills -organise small groups safely Throw with greater accuracy and control -set realistic targets for self -perform a range of warm up exercises -Identify the main strengths or a performance -explain why athletics can help stamina and strength Skills from NC -develop flexibility, strength, technique, control and balance	**SWIMMING** Topic: Games (Striking and fielding) Core task – Zone rounders **Striking and Fielding-Rounders** Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -develop techniques of a variety of skills to maximise team effectiveness -use tactics when attacking or defending -apply rules of fair play to competitive games Skills from NC -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where

	for attacking and defending		-develop flexibility, strength, technique, control and balance			appropriate, and apply basic principles suitable for attacking and defending
Key Vocab	Year 5 basketball, tactics, dribble, protect, shoot Year 6 offensive, defensive, tactical awareness, isolation, collaboration	Year 5 communication, tactics, collaboration, check point, symbol, compass Year 6 scale, attack point, compass bearing, navigation techniques, control card	Year 5 counterbalance, tension, alignment, rotation, control, vault, tumbling, strength Year 6 performance, spotter, safety, flight, extension, combination	Year 5 narrative, isolation, canon, choreography, levels Year 6 kinaesthetic, artistic intention, execution, improvisation	Year 5 distance, challenge, javelin, technique, stamina Year 6 maintaining, consistency, power, flow, travelling	Year 5 backstop, bases, outwit, pitch Year 6 batting stance, deep fielder, game plan, judgement,

Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
5 and 6 **Cycle B**	**SWIMMING** Topic: Games (invasion) Core task – Grid rugby **Invasion-Tag rugby** Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -develop techniques of a variety of skills to maximise team effectiveness -use tactics when attacking or defending -apply rules of fair play to competitive games Skills from NC -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	**SWIMMING** Topic: OAA Core task – Crystal star challenge **Problem solving** Progression of skills -plan and hare roles within the group based on strengths -understand individuals roles and responsibilities -adapt roles or ideas if they are not working -recognise and talk about the dangers of tasks -recognise how to keep themselves and others safe. Skills from NC -take part in outdoor and adventurous activity challenges both individually and within a team	Topic: Gymnastics Core task – Acrobatic gymnastics **Matching and mirroring** Progression of skills -continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner -combine phases of earlier rolling actions to perform the full forward roll -begin a backward roll -explore balancing on combinations of 1/2/3/4 points -move in and out of balances fluently -perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Skills from NC -develop flexibility, strength, technique, control and balance	Topic: Dance Core task – Making the grade **Carnival** Progression of skills -create longer, challenging dance phrases -select appropriate movement material to express ideas/thoughts/feelings -Choreographic devices motif, and repetition -structure a dance phrase, connecting different ideas -link phrases to music Skills from NC - perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**SWIMMING** Topic: Athletics Core task – Developing athletes **Running** Progression of skills -organise small groups safely Throw with greater accuracy and control -set realistic targets for self -perform a range of warm up exercises -Identify the main strengths or a performance -explain why athletics can help stamina and strength Skills from NC -develop flexibility, strength, technique, control and balance	**SWIMMING** Topic: Games (Striking and fielding) Core task – Cricket Durham **Striking and fielding-Cricket** Progression of skills -play competitive games, modified where appropriate -develop flexibility, strength, technique, control and balance -develop techniques of a variety of skills to maximise team effectiveness -use tactics when attacking or defending -apply rules of fair play to competitive games Skills from NC -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where

						appropriate, and apply basic principles suitable for attacking and defending
Key Vocab	Year 5 tag rugby, tactics, try, protect, sportsmanship, offside Year 6 offensive, defensive, tactical awareness, isolation, collaboration	Year 5 Communication, tactics, collaboration, check point, symbol, compass Year 6 scale, attack point, compass bearing, navigation techniques, control card	Year 5 acrobatic, alignment, rotation, control, vault, tumbling, strength Year 6 performance, spotter, safety, flight, extension, combination	Year 5 carnival, narrative, isolation, canon, choreography, levels Year 6 kinaesthetic, artistic intention, execution, improvisation	Year 5 distance, athletes, javelin, technique, stamina Year 6 maintaining, consistency, power, flow, travelling	Year 5 strike, wicket, tracking, support Year 6 wicket keeper, consistently, obstruction, retrieve