



Year	Autumn Term		Spring Term		Summer Term	
Nursery	Listening and following instructions. Body management and awareness Complete PE: Foundation : Locomotion : Walking : Walking 1		Exploring locomotion through music. Balancing, bending, stretching and turning. Complete PE: Foundation : Dance : Nursery Rhymes : Nursery Rhymes		Collecting, kicking, carrying, pushing. Using running, jumping and throwing. Complete PE: Foundation : Locomotion : Jumping : Jumping 1	
Reception	Listening and following instructions. Body management and awareness (Mighty Warriors- Yoga)		Exploring locomotion through music. Balancing, turning, bending, stretching and turning. Complete PE : Dance : Ourselves : Ourselves		Collecting, kicking, carrying, pushing. Using running, jumping and throwing. Complete PE: Foundation : Locomotion : Jumping : Jumping 1	
Year 1	Manipulation Challenges with objects to develop throwing, and catching. Complete P.E : Year 1 : Ball skills : Hands : Hands 1	Stabilisation and locomotion Gymnastics- to develop rolling, balancing, climbing and jumping. Create simple sequences. Complete P.E. : Year 2 : Gymnastics : Pathways : Pathways	Movement to music. Dance to develop movement, improve timing, spatial awareness of self and others and creating actions to a theme. Complete PE : Year 1 : Dance : The Zoo : The Zoo	Ball games Hit and run games which involve throwing, catching and retrieving. Small side games which require decision /making. Complete P.E : Year 1 : Ball skills : Feet : Feet 1	Ball games Hit and run games which involve throwing, catching and retrieving. Small side games which require decision making Complete P.E : Year 1 : Attack V Defence : Games for understanding : Games for Understanding	Run, Jump and Throw Personal Challenge-to learn how to run quicker, throw more accurately and jump further. Complete P.E : Year 1 : Locomotion : Running : Running 1
Year 2	Locomotion and Manipulation Movement games to develop spatial awareness and types of locomotion. Challenges with objects to develop throwing and catching. Complete P.E : Year 2 : Ball Skills : Hands : Hands 1 Complete P.E : Year 2 : Locomotion : Dodging : Dodging 1	Stabilisation and Locomotion Movement to music. Explore basic actions to develop movement, posture, tension and control which reflect a theme or a story. Complete P.E : Year 2 : Dance : Water: Water	Stabilisation and locomotion Gymnastics- to develop rolling, balancing, climbing and jumping. Create simple sequences. Complete P.E. : Year 2 : Gymnastics : Pathways : Pathways Complete P.E. : Year 2 : Gymnastics : Linking : Linking	Ball games Hit and run games which involve throwing, catching and retrieving. Small side games which require decision making. Engaging in cooperative activities and small sided games. Complete P.E : Year 2 : Ball skills : Hands : Hands 2.	Ball games Hit and run games which involve throwing, catching and retrieving. Small side games which require decision making. Engaging in cooperative activities and small sided games. Complete P.E : Year 2 : Attack V Defence : Games for understanding : Games for Understanding	Run, Jump and Throw Personal Challenge-to learn how to run quicker, throw more accurately and jump further. Keep on improving on personal best. Complete P.E : Year 2 : Team building : Team building
Year 3	Multi skills(based on invasion skills) Game based skills practised and put into challenges. Complete PE : Year 3 ; Invasion : Dodgeball.	Dance into gym Linking movements to create sequences that include change of level and speed. Work in pairs and small groups to create and link a range of dance movements. Linking movements create a sequence which links floor work up to low and high apparatus.		Invasion Games Direct ball into a target area and away from the opposition. Complete PE : Year 3 : Games : Invasion : Netball	Striking and Fielding Games. Team hit and run-to focus basic aspects of shot selection and fielding tactics. Complete PE : Year 3 : Games : Striking and Fielding : Rounders	Athletics and OAA Personal Best- experiment with different ways to run, jump and throw. Increase speed and distance improving on previous best.



		<p>Complete PE : Year 3 : Gymnastics : Asymmetry/symmetry</p> <p>Complete PE : Year 3 : Dance : Witches and Wizards</p>			<p>Complete PE : Year 3 : Athletics : Athletics</p> <p>Complete PE : Year 3 : OAA : Communication and Tactics</p>
Year 4	<p>Multi skills(based on invasion skills)</p> <p>Game based skills practised and put into challenges.</p> <p>Complete PE : Year 4 : Games : Invasion: Tag Rugby</p>	<p>Dance into gym</p> <p>Link a range of dance movements to create character through movement and gesture.</p> <p>Create sequences with a partner that include change of level and speed. Use a variety of gymnastic techniques.</p> <p>Complete PE : Year 4 : Gymnastics : Bridges</p> <p>Complete PE : Year 3 : Dance : Cats</p>	<p>Invasion Games</p> <p>Direct ball into a target area and away from the opposition.</p> <p>Work in partners to create a rally. Judge power, speed and distance.</p> <p>Complete PE : Year 4 : Games : Invasion : Netball</p>	<p>Striking and fielding Games</p> <p>Work as a team when fielding. Create strategies and tactics. (Rounders type games)</p> <p>Complete PE : Year 4 : Games : Striking and Fielding : Rounders</p>	<p>Athletics and OAA</p> <p>Determination and endurance to improve on running, jumping and throwing techniques.</p> <p>Complete PE : Year 4 : Athletics : Athletics</p> <p>Complete PE : Year 4 : Games : Striking and Fielding : Rounders</p>
Year 5	<p>Invasion Games</p> <p>Tag rugby/hockey- Develop skilful attacking and defence. Working in a team situation</p> <p>Complete PE : Year 5 : Games : Invasion: Tag Rugby</p>	<p>Gym into Dance</p> <p>Create sequences and routines in small groups on floor and a combination of low and high apparatus. Performances should be choreographed to reflect a theme.</p> <p>Complete PE : Year 5 : Dance : The Circus</p> <p>Complete PE : Year 5 : Gymnastics : Counter Balance and Counter Tension</p>	<p>Net and wall games</p> <p>Play net and wall games to develop skills and thought processes. Master use of equipment in a range of different contexts.</p> <p>Complete PE; Year 5 : Games : Net/Wall : Tennis</p>	<p>Striking and fielding games</p> <p>Rounder's- to focus on more refined skills (batting and bowling) and creating tactics. Focus on leadership and communication.</p> <p>Complete PE ; Year 5 : Games : Striking and Fielding : Cricket</p>	<p>Athletics and OAA</p> <p>Resilience- to overcome difficulties when faced with challenges in athletics and outdoor activities.</p> <p>Complete PE : Year 5 : Athletics : Athletics</p> <p>Complete PE ; Year 5 : Games : Striking and Fielding : Cricket</p>
Year 6	<p>Invasion Games</p> <p>Tag rugby/hockey- Develop skilful attacking and defence. Working in a team situation. Improve on team play and work independently in small sided games.</p> <p>Complete PE : Year 5 : Games : Invasion: Tag Rugby</p>	<p>Gym into dance</p> <p>Create sequences and routines in small groups to create a performance on apparatus and floor. A musical theme can be used to combine aspects of gym and dance. Performances should be reined to improve.</p> <p>Dance through the decades – Urban Kaos</p> <p>Complete PE : Year 6 : Gymnastics : Matching and Mirroring</p>	<p>Net and wall games</p> <p>Tennis- building from throw catch tennis, creating tactics and progressing to play more specific tennis skills with control.</p> <p>Complete PE; Year 5 : Games : Net/Wall : Tennis</p>	<p>Striking and Fielding Games</p> <p>Cricket- to focus on more refined techniques in batting, bowling and fielding)</p> <p>Complete PE ; Year 5 : Games : Striking and Fielding : Cricket</p>	<p>Athletics and OAA</p> <p>Goal Setting-set realistic goals based on prior learning and performance. Focus on personal best.</p> <p>Complete PE : Year 6 : Athletics : Athletics</p> <p>Complete PE ; Year 5 : Games : Striking and Fielding : Cricket</p>



- Enough time should be spent on each area of activity to ensure progression and a deeper level of learning to allow children to embed their learning.
- Where sports are suggested – these are only suggestions and it should not be a case of teaching or coaching a sport to children. The sport or activity should be used as a context and a background for children to develop a wider range of physical skills – and apply a wider range of thinking, social and creative skills. The ‘sport’ should be modified quite significantly to ensure that rules are appropriate. Game situations should be small sided (2v2, 3v2, 3v3 etc) to ensure all children are engaged in active in the game, not standing on the periphery.
- Lesson Plans (highlighted in blue) are available on our scheme- Complete PE.
- See Curriculum Map for information on ASA Swimming and Water Safety progression.
- Year 4 and 5 have a week of blocked swimming lessons in Autumn A.