Curriculum Handbook for Physical Education

Part 2: Sequence of Learning



EYFS Early Learning Goals Physical Developm	ent Gross Motor Skills K	ey Vocabulary
EYFS Early Learning Goals Physical Developm Negotiate space and obstacles safely, with cor - Demonstrate strength, balance and coordina energetically, such as running, jumping, dance	nsideration for themselves and others; ation when playing; - Move	trength, balance, space, equipment, teamwork, listening
Autumn 1- Play move explore	,	
Sequencing:	Lesson Overview	Curriculum Objectives Covered
	<u>Play move explore unit:</u>	EYFS Early Learning Goals Physical Development Gross Motor Skills
I can explain the reasons for a rule in a game I can follow class rules for behaviour in PE	See – Play, Activation lesson Suggested Equipment: Cones, Flat Markers, Balloons, Balls	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.
2 — I can use different parts of my body	Dl	EYFS Early Learning Goals Physical Development Gross Motor Skills
I can explain the reasons for a rule in a game I can follow class rules for behaviour in PE	Play move explore unit: See — Play, Base lesson	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.
	<u>Suggested Equipment:</u> Balloons, Balls (objects that can bounce)	
I can be creative in the way that I move.	Play move explore unit: See — Move lesson, Activation	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
	<u>Suggested Equipment:</u> Cones, Flat markers, Benches, Hoops, Tall cones, Beanbags, Equipment for obstacles	
I can be creative in the way that I move. I can share my thoughts and ideas to the whole class.	Play move explore unit: See – Move lesson, Base Suggested Equipment:	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
5 — I can navigate obstacles I can create a path to get to a given area. I can wait appropriately when	Equipment to navigate such as a bench or a mini hurdle. Play move explore unit: See — Explore lesson, Activation Suggested Equipment: Cones, Flat markers, Balls of different	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.

6- I can navigate obstacles I can create a path to get to a given area. I can wait appropriately when collecting/receiving equipment.	Play move explore unit: See — Explore lesson, Base Suggested Equipment: Cones, Flat markers, Balls of different shape/size, Beanbags, Quoits, Benches, Hoops	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
Autumn 2- Move Match Magic		
Sequencing:	Lesson Overview	Curriculum Objectives Covered
1 - I can move with control. I can follow a verbal instruction from an adult/peer. I can perform tasks by myself and with others.	Move Match Magic unit: See — Move lesson, Activation Suggested Equipment: Coloured Cones / Spots Bibs / Foam Noodles / Hoops to connect Small objects to carry — beanbags, quoits, balls	EYFS Early Learning Goals Physical Development Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping
2 — I can move with control. I can follow a verbal instruction from an adult/peer. I can perform tasks by myself and with others.	Move Match Magic unit: See — Base lesson, Activation Suggested Equipment: Coloured Cones / Spots Bibs / Foam Noodles / Hoops to connect Small objects to carry — beanbags, quoits, balls	EYFS Early Learning Goals Physical Development Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping
3—I can move to match different objects. I can follow a visual instruction from an adult/peer. I can show respectful behaviours to other people.	Match Magic unit: See — Match Activation lesson Suggested Equipment: Coloured Cones, Any obstacles to climb over, under or through, Hoops / Rope circles to match the coloured cones, Spots or other small, equipment if required	EYFS Early Learning Goals Physical Development Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping

4 — I can move to match different objects. I can follow a visual instruction from an adult/peer. I can show respectful behaviours to other people.	Match Magic unit: See — Match Base lesson Suggested Equipment: Coloured Cones, Any obstacles to climb over, under or through, Hoops / Rope circles to match the coloured cones, Spots or other small, equipment if required	. <u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping
5 — I can use my body in different ways I can explain how to play and behave fairly I can use our equipment respectfully	Match Magic unit: See — Magic Activation lesson Suggested Equipment: Cones, Small objects — beanbags, quoits etc Hoops, Cauldron Cards	EYFS Early Learning Goals Physical Development Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping
6- I can use my body in different ways I can explain how to play and behave fairly I can use our equipment respectfully	Match Magic unit: See — Magic Base lesson Suggested Equipment: Cones, Small objects — beanbags, quoits etc Hoops, Cauldron Cards	EYFS Early Learning Goals Physical Development Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping

EYF:	Spring 1 – Explore Evade Escape	
	Learning links	
	PSHE	
	EYFS Early Learning Goals Physical Development Gross Motor Skills	Key Vocabulary
	EYFS Early Learning Goals Physical Development Gross Motor Skills	Space, safety, balance, coordination, strength, running, jumping, dancing, hopping, skipping, climbing
	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.	

I can follow the rules for a game. I can think positively and believe I can succeed. See — Evade, Base lesson Suggested Equipment: Treasure objects — beanbags, quoits, balls etc Hoops Children could bring the treasure back using equipment — Negotiate space and obstacles safely, with considered themselves and others; Demonstrate strength, balance and coordination we skipping and climbing	ition for hen playing;
Negotiate space and obstacles safely, with consider themselves and others; Demonstrate strength, balance and coordination with consideration skipping and climbing Explore Evade Escape unit: Suggested Equipment: Treasure objects — beanbags, quoits, balls etc Hoops See — Explore Base lesson Negotiate space and obstacles safely, with consideration with themselves and others; Demonstrate strength, balance and coordination with skipping and climbing Explore Evade Escape unit: Suggested Equipment: Treasure objects — beanbags, quoits, balls etc Hoops 4—I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can start and stop safely . I can s	ıng, hoppıng,
I can follow the rules for a game. I can think positively and believe I can start and stop safely. I can start and stop safely . I can follow the rules for a game. I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can start and stop safely . I can start and stop safely . I can think positively and believe I can succeed. See — Evade, Activation lesson Suggested Equipment: Treasure objects — beanbags, quoits, balls etc Hoops See — Evade Escape unit: See — Evade Escape unit: See — Evade Escape unit: See — Evade Escape unit: See — Evade, Base lesson See — Evade, Base lesson Suggested Equipment: Treasure objects — beanbags, quoits, balls etc Hoops Children could bring the treasure back using equipment — Negotiate space and obstacles safely, with considered themselves and others; Demonstrate strength, balance and coordination we have energetically, such as running, jumping, dan skipping and climbing	ition for hen playing;
I can follow the rules for a game. I can think positively and believe I can succeed. See — Evade, Base lesson Suggested Equipment: Treasure objects — beanbags, quoits, balls etc Hoops Children could bring the treasure back using equipment — Negotiate space and obstacles safely, with considered themselves and others; Demonstrate strength, balance and coordination we skipping and climbing	ition for hen playing;
racquets / scoops / tall cones	ition for hen playing;
5 — I can throw objects at a target and move safely. I can select and collect equipment with other people I can work and play cooperatively See — Escape, Activation lesson Suggested Equipment: Children could carry equipment using racquets, scoops or cones EYFS Early Learning Goals Physical Development Grands Physical Development Phys	ition for hen playing;

6 — I can throw objects at a target and move safely. I can select and collect equipment with other people I can work and play cooperatively	Explore Evade Escape unit: See — Escape, Base lesson Suggested Equipment: Allow children to swap and change the equipment they throw.	EYFS Early Learning Goals Physical Development Gross Motor Skills 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
Spring 2 Search Steal Share		
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can move to find specific objects I can search in specific areas to find objects I can wait my turn to be the finder/leader	Search Steal Share unit: See — Search, Activation lesson Suggested Equipment: Some of the animals could include equipment so they move utilising what is given	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
2 — I can move to find specific objects I can search in specific areas to find objects I can wait my turn to be the finder/leader	Search Steal Share unit: See — Search, Base lesson Suggested Equipment: Children could move together holding bibs or foam noodles to keep them together	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
3 — I can move quickly to avoid others I can identify space to be able to avoid being tug I can create and follow new rules in a game	Search Steal Share unit: See – Steal, Activation lesson Suggested Equipment: Cones, Small balls or beanbags, Gym mats	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
4 - I can move quickly to avoid others I can identify space to be able to avoid being tug I can create and follow new rules in a game	Search Steal Share unit: See — Steal, Base lesson Suggested Equipment: Cones, Small balls or beanbags, Gym mats	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
5- I can work with others to achieve a goal I can think carefully how to solve a problem I can work positively with a partner	Search Steal Share unit: See — Share, activation lesson Suggested Equipment: Cones Small objects — beanbags, quoits etc Hoops Bibs Gym mats Obstacle objects	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.

6 — I can work with others to achieve a	Search Steal Share unit:	EYFS Early Learning Goals Physical Development Gross Motor Skills
goal I can think carefully how to solve a problem	See — Share, base lesson	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.
I can work positively with a partner	Suggested Equipment: Cones Small objects — beanbags, quoits etc Hoops Bibs Gym mats Obstacle objects. Could have specific mats/zones where specific objects or colours must go	

Learning links: PSHE		
EYFS Early Learning Goals Physical De Negotiate space and obstacles safely, wit Demonstrate strength, balance and coord such as running, jumping, dancing, hopp	h consideration for themselves and others; - lination when playing; - Move energetically,	Key Vocabulary: Space, safety, balance, coordination, strength, running, jumping, dancing, hopping, skipping, climb
Summer 1: Crawl Climb Collect		
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can crawl with control I can create good routes around obstacles I can describe how I'm feeling during an activity	Crawl Climb Collect unit: See — Crawl, Base lesson Suggested Equipment: Bushes — Hoops, tunnels Swamp — Cones, spots Trees — Tall cones, rounders posts, cricket stumps Branches — Hurdles, Chairs and noodles, benches and ropes	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
2 – I can crawl with control	Crawl Climb Collect unit:	EYFS Early Learning Goals Physical Development Gross Motor Skills
I can create good routes around obstacles I can describe how I'm feeling during an activity	See – Crawl, Activity 1, 2, 3 and 4 Suggested Equipment: Bushes – Hoops, tunnels Swamp – Cones, spots Trees – Tall cones, rounders posts, cricket stumps Branches – Hurdles, Chairs and noodles, benches and ropes	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.
3 — I can climb with control along and across obstacles I can think carefully about where I place my hands and feet	Crawl Climb Collect unit: See – Climb, Base	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
	Suggested Equipment: Benches Ropes Spots / Line Markers Bibs Cones Objects to travel with (optional) — beanbags, quoits, balls	

4 — I can climb with control along and across obstacles I can think carefully about where I place my hands and feet I can say what someone in my group did well dqh	Crawl Climb Collect unit: See — Climb, Activity 1, 2, 3 and 4 Suggested Equipment: Benches Ropes Spots / Line markers Bibs Cones Objects to travel with (optional) — beanbags, quoits, balls	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
5 — I can crawl and climb within a game I can explain the rules of a game to others I can play games fairly with others	. <u>Crawl Climb Collect unit:</u> See — Collect, Base <u>Suggested Equipment:</u> Variety of objects to collect - beanbags, quoits, suitable balls, Cones / Spots Banana pictures or yellow objects Bibs	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
6- I can crawl and climb within a game I can explain the rules of a game to others I can play games fairly with others	Crawl Climb Collect unit: See — Collect, Activity 1,2,3 and 4 Suggested Equipment: Variety of objects to collect - beanbags, quoits, suitable balls, Cones / Spots Banana pictures or yellow objects Bibs	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.
Summer 2: Hands feet equipment	10. 30.000 00.00	
Sequencing Summer 2:	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2-	Hands Feet Equipment unit:	EYFS Early Learning Goals Physical Development Gross Motor Skills
I can move objects using hands, feet and equipment I can explain why tasks are easy and hard I can try complete activities by myself	See — Lesson 1 and 2 Suggested Equipment: Cones / Spots Hoops Suitable objects to carry and dribble with hands, feet and equipment Suitable equipment to carry objects with — tennis racquets	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.
Lesson 3 and 4 — I can strike an object with hands, feet and equipment I can select my own object to complete the task with I can keep going even if tasks are tricky	Hands Feet Equipment unit: See — Lesson 3 and 4 Suggested Equipment: Cones / Spots Hoops Suitable objects to strike - Bibs tied in a knot or balloons Suitable equipment to 'swat' objects with — plastic racquets	EYFS Early Learning Goals Physical Development Gross Motor Skills 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.

Lesson 5 and 6	Hands Feet Equipment unit:	. EYFS Early Learning Goals Physical Development Gross Motor Skills
I can send an object with hands, feet	See Lossey F and 4	Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate
and equipment I can explain what made me successful	See — Lesson 5 and 6	strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
I can play cooperatively and	Suggested Equipment:	durcing, nopping, skipping and cumbing.
competitively with others	Cones / Spots Suitable balls to roll, kick and	
· · ·	putt. Racquets to putt with Additional	
	obstacles (optional)	

Learning links • PSHE		
		ey Vocabulary
'Master basic movements Includir 'Team games developing simple ta 'Object control – developing coord	g agility, balance, coordination ' Ag ctics for attacking and defending ' co	gility, balance, coordination, look, run, avoid, throw, prepare, catch, hands, feet, equipment, tactics introl
Autumn 1 Agility balance and co	ordination + Look, run, avoid Autumn 2: 7	Throw Prepare Catch and Hands Feet Equipment
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can change direction when m I can identify when to change dire I can be encouraging of others	oving Agility balance and coordination:	National Curriculum PE 'Master basic movements Including agility, balance, coordination'
2 — I can maintain my balance dur simple movements I can describe how to maintain my balance I can explore different ways of beir successful	See – 3 Balance pages	op bjects
3 — I can show control of myself ar objects I can describe what being in contr means I can be creative by myself and wi others	ol See – 3 Coordination pages	rs /

4 — I can identify a space I can describe what a space is I can create a plan with others	Look Run and Avoid See — 2 Look pages Suggested Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Suitable 'food' objects — beanbags, quoits, small balls etc	National Curriculum PE 'Master basic movements including runningas well as developing balance agility and co- ordination and apply these in a range of activities'
5 — I can run into space safely I can show control over how fast I move I can create my own rules and challenges	Look Run and Avoid See — 2 Run pages Suggested Equipment: Lots of items to be food — beanbags, quoits, small balls etc Bibs/Bands/Tags Cones Noodles (optional) Hoops Spots	National Curriculum PE 'Master basic movements including runningas well as developing balance agility and co- ordination and apply these in a range of activities'
6- I can move to avoid others I can identify who to avoid I can be aware of others around me	Look Run and Avoid See — 2 Avoid pages Suggested Equipment: Bibs / Bands / Tags Noodles (optional) Hoops Spots Lots of items to be food — beanbags, quoits, small balls etc	National Curriculum PE 'Master basic movements including runningas well as developing balance agility and co- ordination and apply these in a range of activities'
Autumn 2: Throw Prepare Catch and H	 ands Feet Equipment	
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can throw an object I can throw with control I can play with and against a partner	See — 2 Throw pages <u>Suggested Equipment:</u> Variety of objects to throw — beanbags, quoits, small balls, scarves Target objects — Cones, hoops, spots, ropes	National Curriculum PE 'Master basic movements Including throwing and catching'
2 — I can be ready to catch an object I can predict and move to where an object will be I can keep trying to be successful	. See — 2 prepare pages Suggested Equipment: Hoops / Rope circles Spots Variety of small, medium and large balls Objects to make goals — Cones, benches etc	National Curriculum PE 'Master basic movements Including throwing and catching'
3 — I can catch an object I can understand how to use my body to catch I can increase my own/partners challenge	See — 2 Catch pages Suggested Equipment: Variety of objects to throw and catch — beanbags, quoits, small balls, scarves Cones/Spots Hoops	National Curriculum PE 'Master basic movements Including throwing and catching'

4 — I can perform / explore dribbling using hands, feet and equipment I can show control to move objects into good spaces I can collaborate with others to develop techniques 5 — I can perform / explore dribbling using hands, feet and equipment I can change direction when dribbling to avoid defenders I can share ideas on scoring systems and rewards	See — Lesson 1 and 2 Hands Feet Equipment Suggested Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with — hockey sticks, tennis racquets See — Lesson 3 and 4 Hands Feet Equipment Suggested Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with — hockey sticks, tennis racquets	National Curriculum PE 'Object control – developing coordination and control' National Curriculum PE 'Object control – developing coordination and control'
6- I can perform / explore dribbling using hands, feet and equipment I can suggest tactics to solve problems when dribbling I can reflect on my own and others' learning	See — Lesson 5 and 6 Hands Feet Equipment Suggested Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with — hockey sticks, tennis racquets	National Curriculum PE 'Object control – developing coordination and control '

Year	Spring 1: Jump Shape Create and Fair	Share Dare Spring 2: Duel win lose and inspire creat	e perform			
1	Learning links					
	• PSHE					
	National curriculum objectives	Key Vocabulary				
	'Embed values such as fairness and respe	cct ' Balance, coording	tion, agility, running, jumping, throwing, catching, flexibility, control, inspire, create,			
	'Develop flexibility, technique, control an	id balance ' perform				
	'Opportunities to compete in sport and o	ther activities build character and help to				
	embed values such as fairness and respect.' (Children) should be able to engage in					
	competitive (both against self and agains	st others) and co-operative physical				
	activities, in a range of increasingly chall	enging situations.				
	'perform dances using simple movement Spring 1: Jump Shape Create	patterns				
	Spring 1: Jump Shape Create					
	Sequencing Spring 1:	Lesson Overview	Curriculum Objectives Covered			
	1	Jump Shape Create	National Curriculum PE:			
	I can bend my knees and use my arms	See – 2 pages Jump	'Develop flexibility, technique, control and balance '			
	to take off					
	I can plan my journey through the	<u>Suggested Equipment:</u> Coloured spots Bibs / Bands / Tags Hoops Beanbags Small				
	playing area I can congratulate a friend when they	balls Quoits				
	jump effectively	balls Quolis				
	2 – I can be still when holding a shape	Jump Shape Create	National Curriculum PE:			
	I can find a position where I can remain	See – 2 pages Shape	"Develop flexibility, technique, control and balance"			
	balanced	2 pages sixaps	borotop from sitting to onto or and outained			
	I can tell a friend something that made	Suggested Equipment:				
	me successful Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits					
	3 — I can perform the same movement	Jump Shape Create	National Curriculum PE:			
	as my group	See – 2 pages Create	'Develop flexibility, technique, control and balance '			
	I can recognise when it is the right time	C				
	to change position I can trial an idea that has been	<u>Suggested Equipment:</u> Coloured spots Bibs / Bands / Tags Hoops Beanbags Small				
	suggested by a friend	Coloured spots blos / Banas / Tags Hoops Bearbags Small balls Quoits				
	suggested by a friend	Dutis Quotis				
	4 — I can play games following the	Fair Share Dare	National Curriculum PE:			
	given rules I can support others to play	See – 2 pages Fair	'Embed values such as fairness and respect'			
	fairly	. 3	'Opportunities to compete in sport and other activities build character and help to			
	I can resolve any disputes within the	Suggested Equipment:	embed values such as fairness and respect.' '(Children) should be able to engage in			
	games appropriate	Hoops/Spots Small balls to roll Beanbags/Quoits to throw	competitive (both against self and against others) and co-operative physical activities,			
		Balls to kick Racquets and balls to putt	in a range of increasingly challenging situations.'			
	5 — I can play games cooperatively with	Fair Share Dare	National Curriculum PE:			
	others	See – 2 pages Share	'Embed values such as fairness and respect '			
	I can support others through scoring or	- See - Fuges Share	'Opportunities to compete in sport and other activities build character and help to			
	coaching	Suggested Equipment:	embed values such as fairness and respect.' ((Children) should be able to engage in			
	I can share ideas, roles and	Hoops/Spots Cones Small balls to roll Beanbags/Quoits to	competitive (both against self and against others) and co-operative physical activities,			
	responsibilities with others in my group	throw Balls to kick Racquets and balls to putt Whiteboards to	in a range of increasingly challenging situations.'			
		score				
	Loo					

6- I can take individual risks within games I can take suitable risks at suitable times I can say which activities I am most/least confident in	Fair Share Dare See — 2 pages Dare Suggested Equipment: Hoops/Spots Cones Small balls to roll Beanbags/Quoits to throw Balls to kick Racquets and balls to putt Whiteboards to score	National Curriculum PE: 'Embed values such as fairness and respect' 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' ('Children) 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.'
Spring 2: Duel win lose and inspire cro	eate perform	
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can use the balls of my feet I can Identify the movement of an opponent I can congratulate my opponent	Duel Win Lose See — 2 pages Duel Suggested Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Range of small balls	National Curriculum PE: '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'
2 — I can move diagonally to avoid other players I can celebrate calmly as an individual or with my team I can tell a friend something that made you successful	Duel Win Lose See — 2 pages Win Suggested Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Range of small balls	National Curriculum PE: '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'
3 — I can Look left and right to spot other players I can identify what I or my team could do to improve I can trial an idea that has been suggested by a friend	Duel Win Lose See — 2 pages Lose Suggested Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Range of small balls	National Curriculum PE: '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'
4 — I can use a picture to make up dance ideas I can make up moves using at a prop I can listen to a poem to help me think of movements	Inspire Create Perform See — Inspire page Suggested Equipment: Read a poem, out loud and get the children to respond to the different words they hear. Variety of props	National Curriculum PE: 'perform dances using simple movement patterns'

5 – I can think about how different	Inspire Create Perform	National Curriculum PE:
music makes me move I can use different levels and pathways I can work with a partner to make our	See – Create page	'perform dances using simple movement patterns'
movements better	Suggested Equipment: 2 contrasting pieces of music	
6 — I can move in time to the music. I can show clear actions, levels and	Inspire Create Perform	National Curriculum PE: 'perform dances using simple movement patterns'
pathways. I can show good control and posture	See — Perform page	
	Suggested Equipment: Music to play the game 'Musical statues'	

National curriculum objectives		Key Vocabulary	
'Master basic movements including running,	jumping, throwing and catching, as well as developing to apply these in a range of activities' 'Participate in	Run, jump, throw, accuracy, target, control, combine, send, receive, return	
Summer 1: Run Jump Throw and React Re	call Retrieve		
Sequencing	Lesson Overview	Curriculum Objectives Covered	
1 — I can run with speed and control. I can run quickly in different directions I can compete with and against others	Run Jump Throw See — 2 pages Run Equipment: Cones / Spots Hoops Hurdles Objects as parcels —	National Curriculum PE: 'Use running, jumping and throwing in isolation and combination '	
2 — I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance	beanbags / quoits / tied bibs / balls	National Curriculum PE: 'Use running, jumping and throwing in isolation and combination'	
3 — I can throw an object with control I can adapt the distance of my throw I can set my own level of challenge	Run Jump Throw See — 2 pages Throw Equipment: Cones / Spots Objects to throw — beanbags / quoits / tied bibs / balls Targets - Hoops / Buckets / Stumps Obstacles — hurdles / benches	National Curriculum PE: 'Use running, jumping and throwing in isolation and combination '	

I can change task	t, stop and move quickly how I move depending on the ules of a game fairly	React Recall Retrieve See — 2 pages React Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Beanbags Small balls Quoits	National Curriculum PE: 'Master basic movements Including striking and coordination 'Develop co-ordination and apply these in a range of activities'
I can decide v ball	a ball into space or at a target where is a good place to roll the ns with a partner playing a	React Recall Retrieve See — 2 pages Recall Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles	National Curriculum PE: 'Master basic movements Including striking and coordination 'Develop co-ordination and apply these in a range of activities'
I can decide	e to retrieve an object quickly how best to move to retrieve persevere when a task is tricky	React Recall Retrieve See — 2 pages of Retrieve Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles	National Curriculum PE: 'Master basic movements Including striking and coordination 'Develop co-ordination and apply these in a range of activities'
Summer 2: T	Summer 2: Target Control Combine and Send Receive Return		
Sequencing		Lesson Overview	Curriculum Objectives Covered
target I can adapt th suit the challe	l an object accurately at a ne speed I send an object at to enge e fairly against a partner	Target Control Combine Target - See- 2 pages of Target Equipment: Cones / Spots Variety of balls to roll – one each Whiteboards to record scores - optional	National Curriculum PE: 'Master basic movements including 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.'
object I can adapt p different targ	w control when sending an power when sending objects to ets ttermination to try even if I fail	Target Control Combine Control - See- 2 pages of Control Equipment: Cones / Spots Variety of balls to roll – one each Whiteboards to record scores - optional	National Curriculum PE: 'Master basic movements including 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.'
send objects I can send ob	ist the direction and distance I jects quickly and accurately nicate and plan effectively with	Target Control Combine Combine — See — 2 pages of combine Equipment: Cones / Spots Variety of balls to roll — one each Beanbags Whiteboards to record scores — optional	National Curriculum PE: 'Master basic movements including 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.'
4 — I can sen	d a ball or object to a partner	Send Receive Return Send — See — 2 pages of Send Equipment: A variety of balls, bean bags and objects to throw.	National Curriculum PE: 'Master basic movements including 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.'

	es to me	Send Receive Return Receive – See – 2 pages of Receive Equipment: A variety of balls, bean bags and objects to throw.	National Curriculum PE: 'Master basic movements including 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.'
6- I cc playe	er	Send Receive Return Send – See – 2 pages of Receive Equipment: A variety of balls, bean bags and objects to throw.	National Curriculum PE: 'Master basic movements including 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.'

	Key Vocabulary		
tics for attacking and defending.'	ping Balance, coordination, agility, throw, prepare, catch, hands, feet, equipment		
and Look Run Avoid			
Lesson Overview	Curriculum Objectives Covered		
Agility Balance Coordination	PE National Curriculum		
Agility — See — 3 pages of Agility Equipment: Variety of objects to catch / carry / bounce / dribble — beanbags, quoits, suitable balls, scarves Cones / Spots Ropes / Chalk / Line markers	'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'		
Equipment: Hoops Cones / Spots Suitable Hurdle objects Bibs / Ropes / Noodles Benches Other items to develop balance such as wobble cushions	PE National Curriculum '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'		
Agility Balance Coordination Coordination — See — 3 pages of Coordination Equipment: Variety of objects to catch / carry / bounce / dribble — beanbags, quoits, suitable balls, scarves Cones / Spots Ropes / Chalk / Line markers	PE National Curriculum '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'		
Look Run Avoid Look — See — 2 pages of Look Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Suitable 'food' objects — beanbags, quoits, small balls etc	PE National Curriculum 'Master basic movements including runningas well as developing balance agility and co- ordination and apply these in a range of activities'		
Look Run Avoid Run — See — 2 pages of Run Equipment: Lots of items to be food — beanbags, quoits, small balls etc Bibs/Bands/Tags Cones Noodles (optional) Hoops Spots	PE National Curriculum 'Master basic movements including runningas well as developing balance agility and co- ordination and apply these in a range of activities'		
	and Look Run Avoid Lesson Overview Agility Balance Coordination Agility - See - 3 pages of Agility Equipment: Variety of objects to catch / carry / bounce / dribble - beanbags, quoits, suitable balls, scarves Cones / Spots Ropes / Chalk / Line markers Agility Balance Coordination Balance - See - 3 pages of Balance Equipment: Hoops Cones / Spots Suitable Hurdle objects Bibs / Ropes / Noodles Benches Other items to develop balance such as wobble cushions Agility Balance Coordination Coordination - See - 3 pages of Coordination Equipment: Variety of objects to catch / carry / bounce / dribble - beanbags, quoits, suitable balls, scarves Cones / Spots Ropes / Chalk / Line markers Look Run Avoid Look - See - 2 pages of Look Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Suitable 'food' objects - beanbags, quoits, small balls etc Look Run Avoid Run - See - 2 pages of Run Equipment: Lots of items to be food - beanbags, quoits, small balls etc Bibs/Bands/Tags Cones Noodles (optional) Hoops		

I can identify who to avoid Avoid— See — 2 pages of Avoid		PE National Curriculum 'Master basic movements including runningas well as developing balance agility and co- ordination and apply these in a range of activities'
Autumn 2: Throw Prepare Catch and Hand	ds Feet Equipment	
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can throw an object I can throw with control I can play with and against a partner	Throw Prepare Catch Throw — See — 2 pages of Throw Equipment: Variety of objects to throw — beanbags, quoits, small balls, scarves Target objects — Cones, hoops, spots, ropes	PE National Curriculum 'Master basic movements including throwing and catching' 'Develop co-ordination and apply these in a range of activities'
2- I can be ready to catch an object I can predict and move to where an object will be I can keep trying to be successful	Throw Prepare Catch Prepare — See — 2 pages of Prepare Equipment: Hoops / Rope circles Spots Variety of small, medium and large balls Objects to make goals — Cones, benches etc	PE National Curriculum 'Master basic movements including throwing and catching' 'Develop co-ordination and apply these in a range of activities'
3- I can catch an object I can understand how to use my body to catch I can increase my own/partners challenge	Throw Prepare Catch Catch — See — 2 pages of Catch Equipment: Variety of objects to throw and catch — beanbags, quoits, small balls, scarves Cones/Spots Hoops	PE National Curriculum 'Master basic movements including throwing and catching' 'Develop co-ordination and apply these in a range of activities'
4 — I can perform / explore dribbling using hands, feet and equipment I can show control to move objects into good spaces I can collaborate with others to develop techniques	Hands Feet Equipment Lesson 1 and 2 – See – Lesson 1 and 2 page Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets	PE National Curriculum 'Master basic movements including running, balance, agility and coordination.' 'Team games, developing simple tactics for attacking and defending.'
5 — I can perform / explore dribbling using hands, feet and equipment I can change direction when dribbling to avoid defenders I can share ideas on scoring systems and rewards	Hands Feet Equipment Lesson 3 and 4 – See – Lesson 3 and 4 page Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets	PE National Curriculum 'Master basic movements including running, balance, agility and coordination.' 'Team games, developing simple tactics for attacking and defending.'

hands, feet and equipment I can suggest tactics to solve problems when dribbling I can reflect on my own and others' learning	Hands Feet Equipment Lesson 5 and 6 – See – Lesson 5 and 6 page Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets	PE National Curriculum 'Master basic movements including running, balance, agility and coordination.' 'Team games, developing simple tactics for attacking and defending.'
balance, agility and co-ordination, and 'Opportunities to compete in sport and as fairness and respect.' ((Children) sho	nning, jumping, throwing and catching, as well as develo begin to apply these in a range of activities' other activities build character and help to embed values build be able to engage in competitive (both against self a cal activities, in a range of increasingly challenging situal	catching, balance, agility, control, coordination s such
Spring 1: Jump Shape Create and Fair Share	e Dare Spring 2: Duel Win Lose and Inspire Cre	pate Perform
	Lesson Overview	Curriculum Objectives Covered
1 — I can bend my knees and use my arms to take off I can plan my journey through the playing area I can congratulate a friend when they jump effectively Jump Shape Create Jump Shape Create Jump — See — 2 pages of jump Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits		PE National Curriculum '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 can find a position where you can remain balanced I can tell a friend something that made you successful	Jump Shape Create Shape — See — 2 pages of shape Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits	PE National Curriculum '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'
my group I can Recognise when it is the right time to change position I can trial an idea that has been	Jump Shape Create Create — See — 2 pages of Create Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits	PE National Curriculum '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'

4 — I can play games following the given rules I can support others to play fairly I can resolve any disputes within the games appropriate	Equipment: Hoops/Spot	2 pages of fair	such as fairne	urriculum to compete in sport and other activities build character and help to embed values as and respect.' '(Children) should be able to engage in competitive (both against self thers) and co-operative physical activities, in a range of increasingly challenging
5 — I can play games cooperatively with others I can support others through scoring or coaching I can share ideas, roles and responsibilities with others in my group	Equipment: Hoops/Spot	- 2 pages of share s Cones Small balls to roll Beanbags/Quoits	such as fairne	urriculum to compete in sport and other activities build character and help to embed values ss and respect.' '(Children) should be able to engage in competitive (both against self thers) and co-operative physical activities, in a range of increasingly challenging
6 — I can take individual risks within games I can take suitable risks at suitable times I can say which activities I am most/least confident in	Equipment: Hoops/Spot	- 2 pages of share s Cones Small balls to roll Beanbags/Quoits alls to kick Racquets and balls to putt	such as fairne:	urriculum to compete in sport and other activities build character and help to embed values ss and respect.' '(Children) should be able to engage in competitive (both against self thers) and co-operative physical activities, in a range of increasingly challenging
Spring 2: Duel Win Lose and Inspire Create	Perform			
Sequencing		Lesson overview		National curriculum objectives covered
1-I can use the balls of my feet I can Identify the movement of an opponent I can congratulate my opponent		Duel Win Lose Duel – see – 2 pages of Duel Equipment: Coloured spots Bibs / Bands / Tags Hoops Range of small balls	Beanbags	PE National Curriculum: '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'
2-I can move diagonally to avoid other play I can celebrate calmly as an individual or wit I can tell a friend something that made them	h mu team	Duel Win Lose Win — see — 2 pages of Win Equipment: Coloured spots Bibs / Bands / Tags Hoops Range of small balls	Beanbags	PE National Curriculum: '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'
3- I can Look left and right to spot other players I can Identify what I or my team could do to improve I can trial an idea that has been suggested by a friend		Duel Win Lose Win — see — 2 pages of Lose Equipment: Coloured spots Bibs / Bands / Tags Hoops Range of small balls	Beanbags	PE National Curriculum: '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'

4-	Inspire Create Perform	PE National Curriculum:	
I can use a picture to make up dance ideas	Inspire – see –Inspire page	'perform dances using simple movement patterns'	
I can make up a dance using at a prop			
I can listen to a poem to help me think of movements	Equipment:		
	Use a range of stimuli: words, pictures, poems, props,		
	pieces of music, videos.		
5-	Inspire Create Perform	PE National Curriculum:	
I can understand how different music makes me move I can use different levels and pathways	Create — see —Create page	'perform dances using simple movement patterns'	
I can work with a partner to make our movements better	Equipment:		
	Scarves/ribbons/bibs can help make improvisation easier.		
<u>6-</u>	Inspire Create Perform	PE National Curriculum:	
I can move in time to the music. I can show clear actions, levels and pathways.	Perform – see – Perform page	'perform dances using simple movement patterns'	
I can show good control and posture	Equipment:		
	Visual checklists, score cards, or picture feedback forms can help with communication		
Summer 1: Run Jump Throw and React Roll Retri	PAN		
Learning links			
PSHE			
National curriculum objectives			

National curriculum objectives
'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'

Run, jump, row, react, roll, retrieve, target, control, combine, send receive, return, running, jumping, throwing, catching, balance, agility, co-ordination, teamwork

Summer 1: Run Jump Throw and React Roll Retrieve

Summer 2: Target Control Combine and Send Receive Return

Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can run with speed and control	Run Jump Throw	PE National Curriculum:
I can run quickly in different directions I can compete with and against others	Run – see – 2 pages of Run	'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
,	Equipment:	team games'
	Cones / Spots Hoops Hurdles Objects as parcels – beanbags / quoits / tied bibs / balls	
2 — I can jump in different ways with control	Run Jump Throw	PE National Curriculum:
I can change the way I jump depending on	Jump – see – 2 pages of Jump	'Master basic movements including running, jumping, throwing and catching, as well as developing
the task I can show perseverance		balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in
	Equipment:	team games'
	Cones / Spots Hoops Small objects to jump with — beanbags / quoits / tied bibs / balls	
3 — I can throw an object with control	Run Jump throw	PE National Curriculum:
I can adapt the distance of my throw	Row - see - 2 pages of Row	'Master basic movements including running, jumping, throwing and catching, as well as developing
I can set my own level of challenge	Equipment:	balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in
	Cones / Spots Objects to throw — beanbags / quoits /	team games'
	tied bibs / balls Targets - Hoops / Buckets / Stumps	
	Obstacles – hurdles / benches	

4 —I can start, stop and move quickly I can change how I move depending on the task I can follow rules of a game fairly	React Roll Retrieve React — see — 2 pages of React Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Beanbags Small balls Quoits	<u>PE National Curriculum:</u> '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'
5 — I can roll a ball into space or at a target I can decide where is a good place to roll the ball I can take turns with a partner playing a game	React Roll Retrieve Roll — see — 2 pages of Roll Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles	PE National Curriculum: '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'
6- I can move to retrieve an object quickly I can decide how best to move to retrieve objects I can persevere when a task is tricky	React Roll Retrieve Retrieve — see — 2 pages of retrieve Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles	PE National Curriculum: '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'
Summer 2: Target Control Combine and So Sequencing	end Receive Return Lesson Overview	Curriculum Objectives Covered
1 — I can send an object accurately at a target I can adapt the speed I send an object at to suit the challenge I can compete fairly against a partner	Target Control Combine Target — see — 2 pages of target Equipment: Cones / Spots Variety of balls to roll — one each Whiteboards to record scores - optional	National Curriculum PE 'Master basic movements including 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.'
2 — I can show control when sending an object I can adapt power when sending objects to different targets I can show determination to try even if I fail	Target Control Combine Control — see — 2 pages control Equipment: Cones / Spots Variety of balls to roll — one each Whiteboards to record scores — optional	National Curriculum PE 'Master basic movements including 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.'
3 — I can adjust the direction and distance I send objects I can send objects quickly and accurately I can communicate and plan effectively with others	Target Control Combine Combine — see — 2 pages combine Equipment: Cones / Spots Variety of balls to roll — one each Beanbags Whiteboards to record scores - optional	National Curriculum PE 'Master basic movements including 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.'

4 — I can show control when sending an object I can send objects quickly and accurately I can communicate and plan effectively with others	Send Receive Return Send – see – 2 pages Send Equipment: Variety of balls, objects to throw, cones, spots	National Curriculum PE 'Master basic movements including 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.'
5 — I can show control when sending an object I can send objects quickly and accurately I can communicate and plan effectively with others	Send Receive Return Send — see — 2 pages Send Equipment: Variety of balls, objects to throw, cones, spots	National Curriculum PE 'Master basic movements including 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.'
6 — I can show control when sending an object I can send objects quickly and accurately I can communicate and plan effectively with others	Send Receive Return Send – see – 2 pages Receive Equipment: Variety of balls, objects to throw, cones, spots	National Curriculum PE 'Master basic movements including 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.'

Year Autumn 1: Inspire Create Perform	and Hands Feet Equipment	
3 Learning links		
- PSHE		
National curriculum objectives		Key Vocabulary
'perform dances using simple movem	ent patterns'	Inspire, create, perform, hands, feet, equipment, strike, react, rally, look, run, avoid
'Play competitive games, modified w	here appropriate and apply basic principles suitable for	
attacking and defending 'Develop tec	hnique, control and balance.' 'Compare their performance	ces with
previous ones and demonstrate impro	ovement to achieve their personal best.'	
Autumn 1: Inspire Create Perform and Ho		y and Look Run Avoid
Sequencing	Lesson Overview	Curriculum Objectives Covered
1-	Inspire Create Perform	National Curriculum PE:
I can use a picture to make up dance ideas		'perform dances using simple movement patterns'
I can make up dance moves using a prop I can listen to a poem to help me think of	Inspire – see – Inspire page	
movements	Equipment: Use a range of stimuli: words, pictures,	
	poems, props, pieces of music, videos.	
2 — I can think about how different music	Inspire Create Perform	National Curriculum PE:
makes me move		'perform dances using simple movement patterns'
I can use different levels and pathways I can work with a partner to make our	Create – see – create page	
movements better	Equipment: Scarves/ribbons/bibs can help make	
	improvisation easier	
3 — I can move in time to the music.	Inspire Create Perform	National Curriculum PE:
I can show clear actions, levels and		'perform dances using simple movement patterns'
pathways.	Perform — see — Perform page	
I can show good control and posture	Equipment:	
	Visual checklists, score cards, or picture feedback	
	forms can help with communication	
4 — I can perform / explore dribbling using	Hands Feet Equipment	National Curriculum PE:
hands, feet and equipment	Harias reet Equipment	'Play competitive games, modified where appropriate and apply basic principles suitable for
I can show control to move objects into	Hands — see — Lesson 1 and 2	attacking and defending 'Develop technique, control and balance.' 'Compare their performances
good spaces	Hallas – see – Lessolt Talla 2	with previous ones and demonstrate improvement to achieve their personal best.'
I can collaborate with others to develop	Equipment:	with previous ones and demonstrate improvement to deflieve their personal best.
techniques	Cones / Spots Hoops Suitable balls to dribble with	
techniques	hands, feet and equipment Suitable equipment to	
	dribble with – hockey sticks, tennis racquets	
	artoote with mockey sticks, termis racquets	
5 — I can perform / explore dribbling using	Hands Feet Equipment	National Curriculum PE:
hands, feet and equipment	[Fact 100	'Play competitive games, modified where appropriate and apply basic principles suitable for
I can change direction when dribbling to	Feet — see — Lesson 3 and 4	attacking and defending 'Develop technique', control and balance.' 'Compare their performances
avoid defenders	Fauinment	with previous ones and demonstrate improvement to achieve their personal best.'
I can share ideas on scoring systems and	Equipment:	
rewards	Cones / Spots Hoops Suitable balls to dribble with	
	hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets	
	aribble with – nockey sticks, tennis racquets	

6 — I can perform / explore dribbling using	Hands Feet Equipment	National Curriculum PE:
hands, feet and equipment I can suggest tactics to solve problems when dribbling	Equipment – see – Lesson 5 and 6	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 'Develop technique, control and balance.' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'
I can reflect on my own and others' learning	Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with — hockey sticks, tennis racquets	
Autumn 2: Strike React Rally and Look Rur	Avoid	
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can strike a ball with my	Strike React Rally	National Curriculum PE:
hand/racquet/bat I can show control with where I am striking I can keep trying when tasks are challenging	Strike — see — 2 pages Strike Equipment: Cones / Spots Variety of sized balls Suitable racquets/bats/noodles Hoops Benches / Chairs / Ropes	'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.'
2- I can strike a ball with my	Strike React Rally	National curriculum PE:
hand/racquet/bat	Strike header hang	'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive
I can show control with where I am striking I can keep trying when tasks are challenging	React – see – 2 pages React	games, modified where appropriate, and apply basic principles suitable for attacking and defending."
	Equipment: Cones / Spots Variety of sized balls Suitable racquets/bats/noodles Hoops Benches / Chairs / Ropes	
3— I can begin to rally with a partner	Strike React Rally	National curriculum PE:
I can strike the ball so my partner can return it I can show good teamwork to achieve our	Rally – see – 2 pages Rally	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.'
best score	Equipment: Cones/Spots Variety of balls to strike Variety of implements to strike with — racquets / bats / noodles Benches/wall space	
4- I can identify multiple spaces to move	Look Run Avoid	National curriculum PE:
into I can describe areas of a pitch to move into and which to avoid	Look — see — 2 pages Look	'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'
I can set a challenge for myself to try to achieve	Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Suitable 'food' objects — beanbags, quoits, small balls etc	
5 — I can move with speed and confidence	Look Run Avoid	National curriculum PE:
into a space I can react to others and move	Run – see – 2 pages Run	'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'
appropriately		
I can persevere with challenges that may be tricky	Equipment: Lots of items to be food — beanbags, quoits, small balls etc Bibs/Bands/Tags Cones Noodles (optional) Hoops	
	Spots	

6-	Look Run Avoid	National curriculum PE:
I can change direction quickly to avoid		'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive
opponents	Avoid — see — 2 pages Avoid	games, modified where appropriate and apply basic principles suitable for attacking and defending'
I can use movements and tactics to outwit		
an opponent	Equipment:	
I can collaborate and communicate with	Bibs / Bands / Tags Noodles (optional) Hoops Spots	
others	Lots of items to be food — beanbags, quoits, small balls	
	etc	
	ion and React Roll Retrieve Spring 2: Run Jump Thr	ow and Fair Share Dare
3 Learning links		
• PSHE		
National curriculum objectives		Key Vocabulary
strength, technique, control and balar demonstrate improvement to achieve 'Opportunities to compete in sport and	catching in isolation and in combination' 'Develop flexibili ace' 'Compare their performances with previous ones and their personal best' I other activities build character and help to embed values enjoy communicating, collaborating and competing with	technique, control, balance
Spring 1:_Agility Balance Coordination and	l React Roll Retrieve	
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can move confidently and competently	Agility Balance Coordination	National curriculum PE:
in multiple directions		'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility,
I can show ways to move quickly in	Agility – see – 3 pages Agility	strength, technique, control and balance' 'Compare their performances with previous ones and
multiple directions and contexts		demonstrate improvement to achieve their personal best'
I can explain to others where improvements	Equipment:	
in performance can be made	Variety of objects to catch / carry / bounce / dribble –	
	beanbags, quoits, suitable balls, scarves Cones / Spots	
- 1.00	Ropes / Chalk / Line markers	
2- I can maintain my balance using different	Agility Balance Coordination	National curriculum PE:
body parts through a range of movements		'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility,
I can decide which movements	Balance – see – 3 pages Balance	strength, technique, control and balance' 'Compare their performances with previous ones and
I can perform most effectively with different	F. Const.	demonstrate improvement to achieve their personal best'
body parts I can discuss activities where I had more or	Equipment:	
	Hoops Cones / Spots Suitable Hurdle objects Bibs / Ropes / Noodles Benches Other items to develop	
less success	balance such as wobble cushions	
	balance such as woodle cushlons	
3— I can show consistent control of myself	Agility Balance Coordination	National curriculum PE:
and objects within different challenges		'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility,
I can adapt my body and movements to best	Coordination — see — 3 pages of coordination	strength, technique, control and balance' 'Compare their performances with previous ones and
suit different objects or activities	, 5,	demonstrate improvement to achieve their personal best'
I can show creativity to adapt challenges to	Equipment:	
suit my own and others' ability	Suitable throwing objects — beanbags / quoits / small	
	balls / scarves Cones / Spots Bibs / Ropes / Noodles	
	Other items to develop agility and balance for	
	additional stations	

4– I can start, stop and move quickly	React Roll Retrieve	National curriculum PE:
I can change how I move depending on the task	React – see – 2 pages of React	'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
I can follow rules of a game fairly	Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Beanbags Small balls Quoits	games, measure appropriate and appropriate principles surfacely accounting
5- I can roll a ball into space or at a target I can decide where is a good place to roll	React Roll Retrieve	National curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive
the ball I can take turns with a partner playing a	Roll – see – 2 pages of Roll	games, modified where appropriate and apply basic principles suitable for attacking and defending
game	Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles	
6- I can move to retrieve an object quickly I can decide how best to move to retrieve	React Roll Retrieve	National curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive
objects I can persevere when a task is tricky	Retrieve — see — 2 pages of Retrieve	games, modified where appropriate and apply basic principles suitable for attacking and defending
	Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles	
Spring 2:_Run Jump Throw and Fair Share		
Sequencing 1 — I can run with speed and control	Lesson Overview Run Jump Throw	Curriculum Objectives Covered National Curriculum PE:
I can run quickly in different directions I can compete with and against others	Run — see — 2 pages of Run	'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and
rean compete with and against others	Kuit - see - 2 pages of Kuit	demonstrate improvement to achieve their personal best'
	Equipment: Cones / Spots Objects to carry, bounce or dribble — footballs, rugby balls Hoops Hurdles Objects as parcels — beanbags / quoits / tied bibs / balls	demonstrate improvement to achieve their personal best'
2 – I can jump in different ways with control	Equipment: Cones / Spots Objects to carry, bounce or dribble — footballs, rugby balls Hoops Hurdles Objects as parcels	demonstrate improvement to achieve their personal best' National Curriculum PE:
2 — I can jump in different ways with control I can change the way I jump depending on	Equipment: Cones / Spots Objects to carry, bounce or dribble — footballs, rugby balls Hoops Hurdles Objects as parcels — beanbags / quoits / tied bibs / balls	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and
2 — I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance	Equipment: Cones / Spots Objects to carry, bounce or dribble — footballs, rugby balls Hoops Hurdles Objects as parcels — beanbags / quoits / tied bibs / balls Run Jump Throw	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
2 — I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance 3 — I can throw an object with control	Equipment: Cones / Spots Objects to carry, bounce or dribble — footballs, rugby balls Hoops Hurdles Objects as parcels — beanbags / quoits / tied bibs / balls Run Jump Throw Jump — see — 2 pages Jump Equipment: Cones / Spots Hoops Small objects to jump with — beanbags / quoits / tied bibs / balls Jumble Jumps	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best' National Curriculum PE:
2 — I can jump in different ways with control I can change the way I jump depending on	Equipment: Cones / Spots Objects to carry, bounce or dribble — footballs, rugby balls Hoops Hurdles Objects as parcels — beanbags / quoits / tied bibs / balls Run Jump Throw Jump — see — 2 pages Jump Equipment: Cones / Spots Hoops Small objects to jump with — beanbags / quoits / tied bibs / balls Jumble Jumps Sheets	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'

4 — I can play games following the given	Fair Share Dare	National Curriculum PE:
rules I can support others to play fairly I can resolve any disputes within the games appropriate	Fair — see — 2 pages fair Equipment: Cones/Spots Bibs Balls — variety of sizes Suitable dodgeballs Whiteboards to score	'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'
5 — I can work with other players effectively to score points I can plan and implement strategies with others I can share ideas and responsibilities with others	Fair Share Dare Share — see — 2 pages share Equipment: Cones/Spots Bibs Balls — variety of sizes Suitable dodgeballs Whiteboards to score	National Curriculum PE: 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'
6 — I can take individual and team risks within games I can give and receive support in order to be successful I can be brave to take on specific challenges	Fair Share Dare Dare — see — 2 pages dare Equipment: Cones/Spots Hoops Small objects — beanbags, quoits, tied bibs etc Bibs Balls — variety of sizes Suitable dodgeballs Whiteboards to score	National Curriculum PE: 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'
	 r 2: Jump Shape Create and Accuracy Power Distance	
3 Learning links • PSHE		
National curriculum objectives		Key Vocabulary
'Develop simple tactics for attacking a activities' 'Compare their performance their personal best' 'Pupils should be taught to develop ga equipment' 'Master basic movements i 'Master basic movements, including ru	nd defending' 'Engage in competitive and co-operative is with previous ones and demonstrate improvement to a times skills through a range of activities and using a varie ncluding throwing' inning, jumping, throwing and catching, as well as developed to apply these in a range of activities'	Duel, win, lose, jump , shape, create, accuracy, power, distance, defending, tactics, improvement, technique ty of
Summer 1: Duel Win Lose		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2 —I can change direction quickly I can Identify the movement of an opponent I can follow rules of a game fairly	Duel Win Lose Duel — see — 2 pages Duel Equipment:	National Curriculum PE 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'

Lesson 3 and 4 I can move diagonally to avoid other players I can celebrate calmly as an individual or with your team Tell a friend something that made you successful	Duel Win Lose Win — see — 2 pages Win Equipment: Hoops Cones Bean bags Range of balls Bibs	National Curriculum PE 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
Lesson 5 and 6 3 — I can move to retrieve an object quickly I can decide how best to move to retrieve objects can persevere when a task is tricky	Duel Win Lose Lose — see — 2 pages Lose Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles	National Curriculum PE 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
Summer 2: Jump Shape Create and Accura	cy Power Distance	
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can bend my knees and use my arms to take off I can plan my journey through the playing area I can congratulate a friend when they jump effectively	Jump Shape Create Jump – see – 2 pages of Jump Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits	National Curriculum PE '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'
2 — I can be still when holding a shape I can find a position where I can remain balanced I can tell a friend something that made them successful	Jump Shape Create Shape — see — 2 pages shape Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits	National Curriculum PE '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'
3 — I can perform the same movement as my group I can recognise when it is the right time to change position I can trial an idea that has been suggested by a friend	Jump Shape Create Create — see — 2 pages Create Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits	National Curriculum PE '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'
4- I can Throw an object with accuracy at a desired target I can Identify the most suitable type of throw to use I can discuss with a partner how I can improve my success	Accuracy Power Distance Accuracy — see — 2 pages Accuracy Equipment: Hoops Bean Bags Various size/shape balls Cones Different height cones	National Curriculum PE 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'

– I can Throw an object with power at a esired target	Accuracy Power Distance	National Curriculum PE 'Pupils should be taught to develop games skills through a range of activities and using a variety
an change the type of throw depending	Power — see — 2 pages Power	equipment' 'Master basic movements including throwing'
the power needed an create rules and challenges in a game	Equipment:	
an create rates and chatteriges in a game	Cones Large Ball (beach ball/kin ball) Bean Bags Different size/shape/weight balls	
	Accuracy Power Distance	National Curriculum PE
an throw an object with power at a esired target	Distance — see — 2 pages Distance	'Pupils should be taught to develop games skills through a range of activities and using a variety equipment' 'Master basic movements including throwing'
an change the type of throw depending the power needed		
n the power needed can create rules and challenges in a game	Equipment: Cones Dodgeballs Foam Javelins Bean Bags Tennis balls Range of different size balls/throwing equipment	

Yeo		Rally and Look Run Avoid
4	Learning links	
	• PSHE	
	National curriculum objectives	Key Vocabulary
	. 'perform dances using simple movement patterns'	Inspire, create, perform, hands, feet, equipment, strike, react, rally, look, run, avoid
	'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'	

Autumn 1: Inspire Create Perform and Hands Feet Equipment				
Sequencing	Lesson Overview	Curriculum Objectives Covered		
1 – I can think how to use a picture to make up dance ideas	Inspire Create Perform	National Curriculum PE 'perform dances using simple movement patterns'		
I can make up moves using at a prop I can listen to a poem help me think of	Inspire – see – Inspire page			
movements	Equipment: Use a range of stimuli: words, pictures, poems, props, pieces of music, videos			
2-I can think about how different music makes me move	Inspire Create Perform	National Curriculum PE 'perform dances using simple movement patterns'		
I can use different levels and pathway I can work with a partner to make our movements better	Create — see — Create page Equipment:			
movements better	Scarves/ribbons/bibs can help make improvisation easier.			
3-I can move in time to the music. I can show clear actions, levels and	Inspire Create Perform	National Curriculum PE 'perform dances using simple movement patterns'		
pathways. I can show good control and posture	Perform — see — Perform page Equipment:			
	Visual checklists, score cards, or picture feedback forms can help with communication			
4- I can perform / explore dribbling using hands, feet and equipment I can show control to move objects into good spaces I can collaborate with others to develop techniques	Hands Feet Equipment Hands — see — Lesson 1 and 2 Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with — hockey sticks, tennis racquets	National Curriculum PE 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 'Develop technique, control and balance.' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'		
5- I can perform / explore dribbling using hands, feet and equipment I can change direction when dribbling to avoid defenders I can share ideas on scoring systems and rewards	Hands Feet Equipment Feet — see — Lesson 3 and 4 Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with — hockey sticks, tennis racquets	National Curriculum PE 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 'Develop technique, control and balance.' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'		

6- I can perform / explore dribbling using	Hands Feet Equipment	National Curriculum PE
hands, feet and equipment I can suggest tactics to solve problems when dribbling	Equipment – see – Lesson 5 and 6	'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 'Develop technique, control and balance.' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'
I can reflect on my own and others' learning	Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with — hockey sticks, tennis racquets	
Autumn 2: Strike React Rally and Look Run		
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 — I can strike a ball with my hand/racquet/bat	Strike React Rally	National Curriculum PE 'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive
I can show control with where I am striking I can keep trying when tasks are challenging	Strike — see — 2 pages Strike Equipment:	games, modified where appropriate, and apply basic principles suitable for attacking and defending.'
	Cones / Spots Variety of sized balls Suitable racquets/bats/noodles Hoops Benches / Chairs / Ropes	
2- I can react to an object coming to me	Strike React Rally	National Curriculum PE
I can prepare my body ready to receive an object	React – see – 2 pages React	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
I can show patience with myself and others	Redet See 2 pages redet	defending.'
, , ,	Equipment:	
	Cones/Spots Variety of balls to strike Variety of	
3- I can begin to rally with a partner	implements to strike with – racquets / bats / noodles Strike React Rally	National Curriculum PE
I can strike the ball so my partner can return it	Rally – see – 2 pages Rally	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
I can show good teamwork to achieve our best score	Equipment:	defending.'
our best score	Cones/Spots Variety of balls to strike Variety of	
	implements to strike with — racquets / bats / noodles Benches/wall space	
4. I can identify multiple spaces to move into	Look Run Avoid	National Curriculum PE
I can describe areas of a pitch to move into and which to avoid I can set a challenge for myself to try to	Look – see – 2 pages Look	'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
achieve	Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Suitable 'food' objects — beanbags, quoits, small balls etc	
5. I can move with speed and confidence into	Look Run Avoid	National Curriculum PE
a space	Run — see — 2 pages Run	'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive
I can react to others and move appropriately I can persevere with challenges that may be tricky	Equipment: Lots of items to be food — beanbags, quoits, small balls etc Bibs/Bands/Tags Cones Noodles (optional) Hoops Spots	games, modified where appropriate and apply basic principles suitable for attacking and defending
11 .000	Spots	

opponents I can use movements and tactics to outwit an opponent I can collaborate and communicate with others	Look Run Avoid Avoid — see — 2 pages Avoid Equipment: Bibs / Bands / Tags Noodles (optional) Hoops Spots Lots of items to be food — beanbags, quoits, small balls etc	National Curriculum PE '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'
Year Spring 1: Throw Prepare Catch and R	leact Roll Retrieve Spring 2: Run J	ump Throw and Fair Share Dare
4 Learning links		
PSHE National curriculum objectives		K V
	tching in isolation and in combination.' 'Play competitiv	Key Vocabulary Throw, prepare, catch, react, roll, retrieve, run, jump, throw, fair, share, dare
games, modified where and apply basic 'Opportunities to compete in sport and c as fairness and respect' 'Pupils should e other'	principles suitable for attacking and defending' other activities build character and help to embed values njoy communicating, collaborating and competing with	such
Spring 1: Throw Prepare Catch and React Rol		Commission Objections Coursed
	Lesson Overview Throw Prepare Catch	Curriculum Objectives Covered National Curriculum PE:
I can throw with control I can play with and against a partner	Throw – see – 2 pages throw Equipment: Variety of objects to throw – beanbags, quoits, small balls, scarves Target objects – Cones, hoops, spots, ropes	'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where and apply basic principles suitable for attacking and defending'
I can predict and move to where an object will be I can keep trying to be successful I	Throw Prepare Catch Prepare — see — 2 pages Prepare Equipment: Hoops / Rope circles Spots Variety of small, medium and large balls Objects to make goals — Cones, benches etc	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where and apply basic principles suitable for attacking and defending'
I can understand how to use my body	Throw Prepare catch	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive
I can increase my own/partners	Catch – see – 2 pages Catch Equipment:	games, modified where and apply basic principles suitable for attacking and defending'

4. I can start, stop and move quickly	React Roll Retrieve	National Curriculum PE:
I can change how I move depending on the task	React – see – 2 pages React	['] 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'
I can follow rules of a game fairly	Equipment:	
	Coloured Cones Bibs / Bands / Tags Foam Noodles	
	Hoops Beanbags Small balls Quoits	
5. I can roll a ball into space or at a	React Roll Retrieve	National Curriculum PE:
target	D. II.	'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive
I can decide where is a good place to roll the ball	Roll – see – 2 pages Roll	games, modified where appropriate and apply basic principles suitable for attacking and defending
I can take turns with a partner	Equipment:	
playing a game	Balls of different sizes, shapes, textures Cones Hoops	
	Benches Hurdles	
6. I can move to retrieve an object	React Roll Retrieve	National Curriculum PE:
quickly	B. L. C.	'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive
I can decide how best to move to retrieve objects	Retrieve – see – 2 pages Retrieve	games, modified where appropriate and apply basic principles suitable for attacking and defending
I can persevere when a task is tricky	Equipment:	
rearr persevere when a task is tricky	Balls of different sizes, shapes, textures Cones Hoops	
	Benches Hurdles	
Spring 2: Run Jump Throw and Fair Share		
Sequencing	Lesson Overview	Curriculum Objectives Covered
1. I can run with speed and control I can run quickly in different directions	Run Jump Throw	National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination' Develop flexibility,
I can compete with and against others	Run – see – 2 pages Run	strength, technique, control and balance' 'Compare their performances with previous ones and
realiteonipete with and against others	Ruit – See – 2 pages Ruit	demonstrate improvement to achieve their personal best'
	Equipment:	The state of the s
	Cones / Spots Objects to carry, bounce or dribble –	
	footballs, rugby balls Hoops Hurdles Objects as parcels	
	— beanbags / quoits / tied bibs / balls	
2. I can jump in different ways with	Run Jump Throw	National Curriculum PE:
control	Rait Gamp Titl Off	"Use running, jumping, throwing and catching in isolation and in combination" Develop flexibility,
I can change the way I jump	Jump – see – 2 pages Jump	strength, technique, control and balance' 'Compare their performances with previous ones and
depending on the task	Equipment:	demonstrate improvement to achieve their personal best'
I can show perseverance	Cones / Spots Hoops Small objects to jump with –	
	beanbags / quoits / tied bibs / balls Jumble Jumps Sheets	
	Silects	
3. I can throw an object with control	Run Jump Throw	National Curriculum PE:
I can adapt the distance of my throw		"Use running, jumping, throwing and catching in isolation and in combination" Develop flexibility
I can set my own level of challenge	Throw – see – 2 pages Throw	strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
	Equipment:	' '
	Cones / Spots Objects to throw — beanbags / quoits /	
	tied bibs / balls Targets - Hoops / Buckets / Stumps	
	Obstacles – hurdles / benches	

4	I. I can play games following the given rules I can support others to play fairly I can resolve any disputes within the games appropriate	Fair Share Dare Fair - see - 2 pages Fair Equipment: Cones/Spots Bibs Balls - variety of sizes Suitable dodgeballs Whiteboards to score	National Curriculum PE: 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'
5	 I can work with other players effectively to score points I can plan and implement strategies with others I can share ideas and responsibilities with others 	Fair Share Dare Share — see — 2 pages Share Equipment: Cones/Spots Bibs Balls — variety of sizes Suitable dodgeballs Whiteboards to score	National Curriculum PE: 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'
6	o. I can take individual and team risks within games I can give and receive support in order to be successful I can be brave to take on specific challenges	Fair Share Dare Dare — see — 2 pages Dare Equipment: Cones/Spots Hoops Small objects — beanbags, quoits, tied bibs etc Bibs Balls — variety of sizes Suitable dodgeballs Whiteboards to score	National Curriculum PE: 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'
Year 4	Summer 1: Duel Win Lose S Learning links	ummer 2: Symmetry Balance Travel and Accuracy Po	wer Distance
_	• PSHE		
	National curriculum objectives		Key Vocabulary
	'Develop simple tactics for attacking a activities' 'Compare their performance their personal best'	nd defending' 'Engage in competitive and co-operative is with previous ones and demonstrate improvement to a ique and control' 'Link movements to make actions and ses with previous ones'	Duel, win, lose, position, possession, patience, symmetry, balance, travel, accuracy, power, distance
	iencing	Lesson Overview	Curriculum Objectives Covered
l can	on 1 and 2: change direction quickly Identify the movement of an opponent follow rules of a game fairly	Duel Win Lose Duel — see — 2 pages Duel Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags	National Curriculum PE: 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
		Small balls Quoits	

Lesson 3 and 4: I can move diagonally to avoid other players I can celebrate calmly as an individual or with my team I can tell a friend something that made me successful Lesson 5 and 6: I can move to retrieve an object quickly I can decide how best to move to retrieve objects I can persevere when a task is tricky	Duel Win Lose Win – see – 2 pages Win Equipment: Hoops Cones Bean bags Range of balls Bibs Duel Win Lose Lose – see – 2 pages Lose Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles	National Curriculum PE: 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best' National Curriculum PE: 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
Summer 2: Symmetry Balance Travel and A Sequencing	Lesson Overview	Curriculum Objectives Covered
1. I can explore and perform shapes with my body I can link shapes together in a sequence of movement I can reflect on my own and other performances		National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'
2. I can explore and perform balances with others I can link balances together in a sequence of movement I can work with a partner to set appropriate challenge	Symmetry Balance Travel Balance — see — Balance page Equipment: Gym Mats Balance Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'
3. I can explore and perform different ways of travelling I can use travel moments to link balances in a sequence I can effectively share ideas with others	Symmetry Balance Travel Travel — see — Travel page Equipment: Gym Mats Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'
4. I can throw an object with accuracy at a desired target I can Identify the most suitable type of throw to use I can discuss with a partner how I can improve my success	Accuracy Power Distance Accuracy — see — 2 pages Accuracy Equipment: Hoops Bean Bags Various size/shape balls Cones Different height cones	National Curriculum PE: 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'

I can throw an object with power at a desired	Accuracy Power Distance Power — see — 2 pages Powers Equipment: Cones Large Ball (beach ball/kin ball) Bean Bags Different size/shape/weight balls	National Curriculum PE: 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'
6. I can throw an object with power at a desired target I can change the type of throw depending on the power needed I can create rules and challenges in a game	Accuracy Power Distance Distance — see — 2 pages Distance Equipment: Cones Dodgeballs Foam Javelins Bean Bags Tennis balls Range of different size balls/throwing equipment	National Curriculum PE: 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'

Year Autumn 1: Fair Share Dare and Ev 5 Learning links						
PSHE						
National curriculum objectives		Key Vocabulary				
	'Opportunities to compete in sport and other activities build character and help to embed values such Fair, share, dare, evade, invade, capture, inspire, create, perform, block, quard, support					
as fairness and respect' 'Pupils should	as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each					
other'						
'Use running, jumping, throwing and	catching in isolation and in combination' 'Play competitiv	ve				
games, modified where appropriate a	nd apply basic principles suitable for attacking and defend	ling'				
'perform dances using a range of mov	rement patterns'					
Autumn 1: Fair Share Dare and Evade Inva						
Sequencing	Lesson Overview	Curriculum Objectives Covered				
1. I can play games following the given	Fair Share Dare	National Curriculum PE:				
rules		'Opportunities to compete in sport and other activities build character and help to embed values				
I can support others to play fairly	Fair – see – 2 pages Fair	such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing				
I can resolve any disputes within the		with each other'				
games appropriate	Equipment: Cones/Spots Bibs Balls which bounce					
	Objects to throw and catch – beanbags, quoits, balls					
	Additional dribbling equipment Whiteboards to score					
2 Lean use other players offertively to	Fair Share Dare	National Curriculum PE:				
2. I can use other players effectively to score points	Fair Share Dare	'Opportunities to compete in sport and other activities build character and help to embed values				
I can plan and implement strategies	Share — see — 2 pages share	such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing				
around point scoring	Share - see - 2 pages share	with each other'				
I can successfully include others with	Equipment:	with each other				
the game	Cones/Spots Bibs Balls which bounce Objects to throw					
ente gante	and catch — beanbags, quoits, balls Additional					
	dribbling equipment Whiteboards to score					
3. I can take individual and team risks	Fair Share Dare	National Curriculum PE:				
within games		Opportunities to compete in sport and other activities build character and help to embed values				
I can give and receive support in order	Dare – see – 2 pages dare	such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing				
to be successful		with each other'				
I can be brave to take on specific	Equipment:					
challenges	Cones/Spots Bibs Balls which bounce Objects to throw					
	and catch – beanbags, quoits, balls Additional					
	dribbling equipment Whiteboards to score					
4. I can move fluently to evade people	Evade Invade Capture	National Curriculum PE:				
I can decide good times to move to be	Evade mivade capture	'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive				
able to evade	Evade – see – 2 pages Evade	games, modified where appropriate and apply basic principles suitable for attacking and defending'				
I can show honesty while competing	Lvauc - see - 2 pages Lvaue	games, moagica where appropriate and apply basic principles suitable for attacking and defending				
against others	Equipment:					
against others	Coloured Cones / spots Bibs / Bands / Tags Small					
	pieces of equipment / treasure – beanbags, quoits etc					
	Equipment to carry, bounce or dribble Foam Noodles					
	(optional)					
	·					

5. I can use my speed and agility in specific playing areas I can use tactics of where or who to target when invading I can show resilience to tasks which may be difficult 6. I can use speed and agility to avoid	Evade Invade Capture Invade — see — 2 pages Evade Equipment: Cones / Spots Bibs/Bands/Tags Noodles (optional) Balls to carry, bounce, dribble (optional) Evade Invade Capture	National Curriculum PE: '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' National Curriculum PE:
defenders I can use effective team invading and capturing strategies I can show good leadership in team games	Capture — see — 2 pages Capture Equipment: Cones / Spots Suitable treasure to 'capture' Hoops Bibs / Bands / Tags Noodles (optional)	'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'
Autumn 2: Inspire Create Perform and Block		
Sequencing	Lesson Overview	Curriculum Objectives Covered
I can show my feelings in my movements I can use chance choreography to create ideas I can work in a small group choreography to create ideas	Inspire Create Perform Inspire -see Inspire page Equipment: 6 images can be used instead of words as inspiration	National Curriculum PE: 'perform dances using a range of movement patterns'
I can develop a motif into a longer piece of work I can use mirror image in my sequences I use canon in my sequences	Inspire Create Perform Create — see — Create page Equipment: Use of ICT: Video/picture examples of mirror and canon can support understanding	National Curriculum PE: 'perform dances using a range of movement patterns'
3. I can move in time to the music with good posture, extension and control I can show use of area, levels, pathways direction I can show canon, unison and mirror image	Inspire Create Perform Perform — see — Perform page Equipment: Visual checklists, score cards, or picture feedback forms can help with communication	National Curriculum PE: 'perform dances using a range of movement patterns'
4. I can move to block an opponent or object I can identify the movement of an opponent I can help a friend that is defending	Block Guard Support Block — see — 2 pages Block Equipment: Cones / Spots Objects to carry / bounce / dribble Bibs / Tags (optional) Pool noodles	National Curriculum PE: 'Play competitive games, modified where appropriate' 'Use running, jumping, throwing and catching in isolation and combination'

5.	I can move effectively to guard spaces	Block Guard Support		onal Curriculum PE:
	or opponents I can use individual or team strategies	Guard – see – 2 pages Guard	'Play competitive games, modified where appropriate' 'Use running, jumping, throwing catching in isolation and combination'	
	for guarding			
	I can share ideas to improve our	Equipment:		
	performance	Cones / Spots Noodles/Bibs (Optional) Equipment to		
		carry / bounce / dribble Suitable equipment for		
		children to create modified invasion games		
6.	I can move into effective spaces to	Block Guard Support		onal Curriculum PE:
	attack and defend		'Play	competitive games, modified where appropriate' 'Use running, jumping, throwing and
	I can identify where attacks might	Support – see – 2 pages Support	catch	ing in isolation and combination'
	happen and try to defend it			
	I can ask for support from a friend	Equipment:		
		Cones/Spots Variety of objects to throw and catch—		
Vaar	Spring 1 Watch Mayo Connect or	beanbags, quoits, small balls, scarves	n sa Tr	raval and Evnlara Calva Challanaa
Year 5	Spring 1: Watch Move Connect ar Learning links	ia Lena Piove Score Spring 2: Symmetry Baid	ince Tr	ravel and Explore Solve Challenge
J	PSHE			
	National curriculum objectives			Key Vocabulary
	"Use running, jumping, throwing and	catching in isolation and in combination.' 'Play competiti	ive	Watch, move, connect, lend, move, space, symmetry, balance, travel, explore, solve,
	games, modified where appropriate, a	nd apply basic principles suitable for attacking and defend	dina.'	challenge
	'Developing flexibility, strength, techn	ique and control' 'Link movements to make actions and		
	sequences' 'Compare their performance	es with previous ones'		
	'Take part in outdoor and adventurou	s activity challenges both individually and within a team.	,	
Spring	g 1: Watch Move Connect and Lend Mo	ove Score		
Seque	ncing	Lesson Overview		iculum Objectives Covered
1.	I can track objects thrown or struck	Watch Move Connect		onal Curriculum PE:
	by myself and others		Use r	unning, jumping, throwing and catching in isolation and in combination.' 'Play competitive
	I can watch for objects, players and	Watch – see – 2 pages Watch	game	es, modified where appropriate, and apply basic principles suitable for attacking and
	spaces within a game I can link with other classmates	Facilities	aejen	ding.'
	effectively and lead my game	Equipment: Cones/Spots Variety of sized balls / balloons Variety of		
	effectively and lead my game	implements to strike with – racquets / bats / noodles		
		Appropriate 'connecting nets' – Bibs, hoops, rope		
		Appropriate connecting nets – bios, noops, rope		
2.	I can move with speed to gain or	Watch Move Connect		onal Curriculum PE:
	avoid objects		Use r	unning, jumping, throwing and catching in isolation and in combination.' 'Play competitive
	I can know where to and when to	Move — see — 2 pages Move	game	es, modified where appropriate, and apply basic principles suitable for attacking and defending
	move in a game			
	I can create positive challenge for	Equipment:		
	others	Cones/Spots Variety of balls which bounce well –		
		tennis, basketballs, footballs Hoops		
3.	I can consistently throw/catch and	Watch Move Connect		onal Curriculum PE:
	strike with control	Comment on 2 money Control	User	unning, jumping, throwing and catching in isolation and in combination.' 'Play competitive
	I can use and move within the space	Connect – see – 2 pages Connect	game	es, modified where appropriate, and apply basic principles suitable for attacking and defending
	effectively when working with others	Fauinment		
	I can plan strategies and game tactics with others	Equipment: Cones/Spots Variety of balls to throw / catch and		
	with others	strike (which bounce well) Appropriate 'connecting		
		nets' – Bibs, hoops, rope		
_				

4. I can pass accurately to where a teammate requires I can select appropriate passes for the situation I can communicate effectively to support others	Lend Move Score Lend — see — 2 pages Lend Equipment: Objects to throw and catch — balls, beanbags, quoits Cones / Spots Bibs Hoops Whiteboards to score	National Curriculum PE: 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'
5. I can move into effective spaces to receive a pass I can utilise space on a pitch effectively I can work cooperatively with others to be successful	Lend Move Score Move — see — 2 pages Move Equipment: Cones/Spots Bibs Objects to throw and catch — beanbags, quoits, balls Additional invasion games equipment — hoops, nets, rebounder boards etc Whiteboards to score	National Curriculum PE: 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'
6. I can complete tasks to score points for my team I can utilise others in strategies to score points I can show leadership when planning and playing	Lend Move Score Score — see — 2 pages Score Equipment: Cones/Spots Bibs Targets — tall cones, wickets Objects to throw and catch — beanbags, quoits, balls Additional invasion game based equipment Whiteboards to score	National Curriculum PE: 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'
Spring 2: Symmetry Balance Travel and Exp	lore Solve Challenge	
Sequencing	Lesson Overview	Curriculum Objectives Covered
1. I can explore and perform shapes with my body I can link shapes together in a sequence of movement I can reflect on my own and other performances	Symmetry Balance Travel Symmetry – see – Symmetry page Equipment: Gym Mats Shape Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'
2. I can explore and perform balances with others I can link balances together in a sequence of movement I can work with a partner to set appropriate challenge	Symmetry Balance Travel Balance — see — Balance page Equipment: Gym Mats Balance Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'

	3. I can explore and perform different ways of travelling I can use travel moments to link balances in a sequence I can effectively share ideas with others	Symmetry Balance Travel Travel — see — Travel page Equipment: Gym Mats Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'
	4. I can plan and explore routes around an area I can give clear instructions to support a partner I can show effective leadership skills	Explore Solve Challenge Explore — see — 2 pages Explore Equipment: Orienteering Markers Map of school site Clipboards / Pencils Connecting objects — bibs, quoits, balls Equipment to make obstacles — hoops, hurdles, ropes, agility ladders	National Curriculum PE: 'Take part in outdoor and adventurous activity challenges both individually and within a team.'
	5. I can move quickly through a designated route I can map read and plot where objects are located I can solve problems collaboratively	Explore Solve Challenge Solve — see — 2 pages Solve Equipment: I can move quickly through a designated route I can map read and plot where objects are located I can solve problems collaboratively	National Curriculum PE: 'Take part in outdoor and adventurous activity challenges both individually and within a team.'
	6. I can move quickly through a designated route I can map read and plot where objects are located I can solve problems collaboratively	Explore Solve Challenge Challenge – see – 2 pages Challenge Equipment: Spots/Flat markers Hoops Cones Orienteering Markers Map of school site Clipboards / Pencils Connecting objects – bibs, quoits, balls	National Curriculum PE: 'Take part in outdoor and adventurous activity challenges both individually and within a team.'
Year 5	Learning links • PSHE National curriculum objectives "Use running, jumping, throwing and	mer 2: Run Jump Throw and Speed Distance Strength catching in isolation and in combination 'Play competitiv and apply basic principles suitable for attacking and defend	Key Vocabulary e Aim, strike, retrieve, serve, set, slam, run, jump, throw, speed, distance, strength ling'

Summer 1: Aim Strike Retrieve and Serve Se		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2: I can throw for accuracy at a target or into a space I can change how I throw depending on where a target is	Aim Strike Retrieve Aim — see — 3 pages Aim	National Curriculum PE: '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
I can be resilient when it is difficult for me or my team	Equipment: Various target equipment — tall cones, wickets, hurdles Variety of objects to throw Balls, Beanbags, Quoits Cones / Spots Hoops Striking equipment and tees	
Lesson 3 and 4: I can strike a ball with a range of equipment I can identify good spaces to strike a ball into I can implement own or team tactics within a game	Aim Strike Retrieve Strike — see — 3 pages Strike Equipment: Cones / Spots Variety of balls of different sizes Striking equipment such as cricket bats or tennis racquets Batting tees or tall cones	National Curriculum PE: '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'
Lesson 5 and 6:I can stop, collect and retrieve objects with speed and accuracy I can think about where players should be positioned I can communicate well with others during a game	Aim Strike Retrieve Retrieve — see — 3 pages Retrieve Equipment: Cones Tennis Balls Spots / Hoops Variety of striking equipment and suitable tees Variety of balls to strike	National Curriculum PE: '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'
Summer 2: Run Jump Throw		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2: I can run with speed and control I can run quickly in different directions I can compete with and against others	Run Jump Throw Run — see — 2 pages Run Equipment: Cones / Spots Objects to carry, bounce or dribble — footballs, rugby balls Hoops Hurdles Objects as parcels — beanbags / quoits / tied bibs / balls	National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination" Develop flexibility, strength, technique, control and balance" Compare their performances with previous ones and demonstrate improvement to achieve their personal best"
Lesson 3 and 4: I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance	Run Jump Throw Jump — see — 2 pages Jump Equipment: Cones / Spots Hoops Small objects to jump with — beanbags / quoits / tied bibs / balls Jumble Jumps Sheets	National Curriculum PE: ''Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'

Lesson 5 and 6: I can throw	an object with	Run Jump Throw	National Curric	ulum DE.	
control	an object with	Kult Julip Titlow	"Use running, jumping, throwing and catching in isolation and in combination" 'De		
I can adapt the distan	ice of my throw	Throw — see — 2 pages Throw	strength, technique, control and balance' 'Compare their performances with previous one demonstrate improvement to achieve their personal best'		
. can seeing sint tere	t of citationige	Equipment:	acmonstrate imp	To remark to admere that personal best	
		Cone's / Spots Objects to throw — beanbags / quoits / tied bibs / balls Targets - Hoops / Buckets / Stumps Obstacles — hurdles / benches			
Year Autumn 1: Evade II	nvade Capture A	utumn 2: Inspire Create Perform			
6 Learning links					
• PSHE					
National curriculum	nobjectives		Key Voca	bularu	
''Use running, jumpi games, modified who	ng, throwing and ere appropriate ar	catching in isolation and in combination' 'Play competition' and defend	Evade, in	wade, capture, inspire, create, perform, movement, patterns	
'perform dances usin	ig a range of mov	ement patterns'			
Autumn 1: Evade Invade Co	apture				
Sequencing		Lesson Overview		ectives Covered	
Lesson 1 and 2: I can move f	luently to evade	Evade Invade Capture	<u>National Curric</u>	ulum PE:	
people I can decide good tim able to evade	es to move to be	Evade – see – 2 pages Evade	'Use running, ju games, modified	mping, throwing and catching in isolation and in combination' 'Play competitive where appropriate and apply basic principles suitable for attacking and defending'	
I can show honesty w against others	hile competing	Equipment: Coloured Cones / spots Bibs / Bands / Tags Small pieces of equipment / treasure — beanbags, quoits etc Equipment to carry, bounce or dribble Foam Noodles (optional)			
Lesson 3 and 4:I can use my agility in specific playing are I can use tactics of wh target when invading I can show resilience may be difficult	as nere or who to	Evade Invade Capture Invade — see — 2 pages Evade Equipment: Cones / Spots Bibs/Bands/Tags Noodles (optional) Balls to carry, bounce, dribble (optional)	National Curric 'Use running, ju games, modified	<u>ulum PE:</u> mping, throwing and catching in isolation and in combination' 'Play competitive where appropriate and apply basic principles suitable for attacking and defending'	
Lesson 5 and 6: I can use spe avoid defenders	eed and agility to	Evade Invade Capture	National Curric	ulum PE: mping, throwing and catching in isolation and in combination' 'Play competitive	
l can use effective tea capturing strategies	· ·	Capture – see – 2 pages Capture		mping, throwing and catching in isolation and in combination. Play competitive where appropriate and apply basic principles suitable for attacking and defending?	
I can show good lead games	ership in team	Equipment: Cones / Spots Suitable treasure to 'capture' Hoops Bibs / Bands / Tags Noodles (optional)			
Autumn 2: Inspire Create P	erformins				
Sequencing		Lesson Overview		ectives Covered	
 I can show my feeling movements 	-	Inspire Create Perform	National Curric		
I can use chance chor create ideas		Inspire -see Inspire page	-		
I can work in a small choreography to crea	group te ideas	Equipment: 6 images can be used instead of words as inspiration			
		<u></u>			

piece of wo I can use m sequences I use canor 3. I can move good postu I can show pathways o	irror image in my in my sequences in time to the music with re, extension and control use of area, levels,	Inspire Create Perform Create — see — Create page Equipment: Use of ICT: Video/picture examples of mirror and canon can support understanding Inspire Create Perform Perform — see — Perform page Equipment: Visual checklists, score cards, or picture feedback forms can help with communication	'perfo	onal Curriculum PE: orm dances using a range of movement patterns' onal Curriculum PE: orm dances using a range of movement patterns'
6 Learning PS National Developin sequences Use runningames, me	links HE curriculum objectives g flexibility, strength, techni ' 'Compare their performand ng, jumping, throwing and c odified where appropriate ar	and Spring 2: Lend Move Score que and control' 'Link movements to make actions and res with previous atching in isolation and in combination 'Play competitive apply basic principles suitable for attacking and defend	ling'	Key Vocabulary Symmetry, balance, travel, lend, move, score, defend, throwing, running, catching
	try Balance Travel		١	
Sequencing	can explore and perform	Lesson Overview	Curri	culum Objectives Covered onal Curriculum PE:
shapes with my b	ody ogether in a sequence of	Symmetry Balance Travel Symmetry – see – Symmetry page Equipment: Gym Mats Shape Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	'Deve	onal Curriculum PE: Ploping flexibility, strength, technique and control' 'Link movements to make actions and ences' 'Compare their performances with previous ones'
balances with oth I can link balances movement	can explore and perform ers together in a sequence of partner to set appropriate	Symmetry Balance Travel Balance — see — Balance page Equipment: Gym Mats Balance Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	'Deve	onal Curriculum PE: loping flexibility, strength, technique and control' 'Link movements to make actions and ences' 'Compare their performances with previous ones'

Lesson 5 and 6: I can explore and perform different ways of travelling I can use travel moments to link balances in a sequence I can effectively share ideas with others	Symmetry Balance Travel Travel — see — Travel page Equipment: Gym Mats Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'
Spring 2: Lend Move Score		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2: I can pass accurately to where a teammate requires I can select appropriate passes for the situation I can communicate effectively to support others	Lend Move Score Lend — see — 2 pages Lend Equipment: Objects to throw and catch — balls, beanbags, quoits Cones / Spots Bibs Hoops Whiteboards to score	National Curriculum PE: 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'
Lesson 3 and 4: I can move into effective spaces to receive a pass I can utilise space on a pitch effectively I can work cooperatively with others to be successful	Lend Move Score Move — see — 2 pages Move Equipment: Cones/Spots Bibs Objects to throw and catch — beanbags, quoits, balls Additional invasion games equipment — hoops, nets, rebounder boards etc Whiteboards to score	National Curriculum PE: 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'
Lesson 5 and 6: I can complete tasks to score points for my team I can utilise others in strategies to score points I can show leadership when planning and playing	Lend Move Score Score — see — 2 pages Score Equipment: Cones/Spots Bibs Targets — tall cones, wickets Objects to throw and catch — beanbags, quoits, balls Additional invasion game based equipment Whiteboards to score	National Curriculum PE: 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'
Year Summer 1: Run Jump Throw and Su	ımmer 2: Aim Strike Retrieve	
6 Learning links		
• PSHE		
National curriculum objectives "Use running, jumping, throwing and strength, technique, control and balar demonstrate improvement to achieve	catching in isolation and in combination' 'Develop flexibi nce' 'Compare their performances with previous ones and their personal best'	Key Vocabulary ility, Run, jump, throw, aim, strike, retrieve, throw, jump, run, catch, flexibility

Summer 1: Run Jump Throw		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2: I can run with speed and control I can run quickly in different directions I can compete with and against others	Run Jump Throw Run — see — 2 pages Run Equipment: Cones / Spots Objects to carry, bounce or dribble — footballs, rugby balls Hoops Hurdles Objects as parcels — beanbags / quoits / tied bibs / balls	National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
Lesson 3 and 4: I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance	Run Jump Throw Jump — see — 2 pages Jump Equipment: Cones / Spots Hoops Small objects to jump with — beanbags / quoits / tied bibs / balls Jumble Jumps Sheets	National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination" Develop flexibility, strength, technique, control and balance" Compare their performances with previous ones and demonstrate improvement to achieve their personal best"
Lesson 5 and 6: I can throw an object with control I can adapt the distance of my throw I can set my own level of challenge	Run Jump Throw Throw — see — 2 pages Throw Equipment: Cones / Spots Objects to throw — beanbags / quoits / tied bibs / balls Targets - Hoops / Buckets / Stumps Obstacles — hurdles / benches	National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
Summer 2: Aim Strike Retrieve		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2: I can throw for accuracy at a target or into a space I can change how I throw depending on where a target is I can be resilient when it is difficult for me or my team	Aim Strike Retrieve Aim — see — 3 pages Aim Equipment: Various target equipment — tall cones, wickets, hurdles Variety of objects to throw Balls, Beanbags, Quoits Cones / Spots Hoops Striking equipment and tees	National Curriculum PE: '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'
Lesson 3 and 4: I can strike a ball with a range of equipment I can identify good spaces to strike a ball into I can implement own or team tactics within a game	Aim Strike Retrieve Strike — see — 3 pages Strike Equipment: Cones / Spots Variety of balls of different sizes Striking equipment such as cricket bats or tennis racquets Batting tees or tall cones	National Curriculum PE: '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'

Lesson 5 and 6:1 can stop, collect and
retrieve objects with speed and accuracy
I can think about where players
should be positioned
I can communicate well with
others during a game
5 5

im			

Retrieve – see – 3 pages Retrieve

Equipment: Cones Tennis Balls Spots / Hoops Variety of striking equipment and suitable tees Variety of balls to strike

National Curriculum PE:

'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'