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|  |  | **Year A** | |
| **Term** | **Topic** | **Suggested Texts.** | **EYFS PE Skills Covered.** |
| **Autumn 1** | There’s Only One Me! | Starting school  Only one you  Marvellous me  Funny Bones  Our House | Games: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Mounts stairs, steps or climbing equipment using alternate feet.  Walks downstairs, two feet to each step while carrying a small object.  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Can stand momentarily on one foot when shown.  Can catch a large ball. |
| All About Autumn | Owl Babies  The Wide Awake Hedgehog | Can tell adults when hungry or tired or when they want to rest or play.  Observes the effects of activity on their bodies.  Understands that equipment and tools have to be used safely.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Initiates play, offering cues to peers to join them. |
| **Autumn 2** | Oh the Places You Will Go! | Mr Gumpy’s Motor Car  The One Hundred Decker Bus  The Bear in the Cave  Ori’s Stars  Imagine That | Gymnastics: Experiments with different ways of moving.  Jumps off an object and lands appropriately.  Keeps play going by responding to what others are saying or doing.  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| Winter Wonderland | The Grinch that Stole Christmas  Elf Chase |  |
| **Spring 1** | Once Upon a Time… | Goldilocks and the Three Bears  The Ugly Duckling  The Three Little Pigs  The Gingerbread Man  Hansel & Gretel | Dance:  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Explains own knowledge and understanding and asks appropriate questions of others.  Uses movement to express feelings.  Creates movement in response to music.  Enjoys joining in with dancing and ring games.  Sings a few familiar songs  Beginning to move rhythmically.  Dance and experiment with ways of changing it |
| **Spring 2** | Buried in the Sand | Class Three all at Sea  The Night Pirates  Pirate Girl  Captain Beastlie’s Pirate Party  Captain Flynn and the Pirate Dinosaurs  If I had a dinosaur | Gymnastics: Shows understanding of how to transport and store equipment safely.  Eats a healthy range of foodstuffs and understands need for variety in food.  Initiates conversations attends to and takes account of what others say.  Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Takes steps to resolve conflicts with other children, e.g. finding a compromise. |
| Spring is here, let’s all cheer! | And then it’s Spring  Too Many Carrots  The Odd Egg | Games: Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it |
| **Summer 1** | The Secret Garden | The Secret Sky Garden  Mrs Maple’s Seed  Jasper’s Beanstalk  The Butterfly Dance  Tad, The Bad Tempered Lady Bird | Games: Children show good control and co-ordination in large and small movements  Move confidently in a range of ways  Safely negotiate space  Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe  Work as part of a group or class and understand and follow the rules |
| **Summer 2** | A walk on the wild side | The Little Red Hen , The Rainbow Fish , Hiku, The Enormous Crocodile  We’re going on a Lion Hunt  There’s a Tiger in the Garden | Games: Adjust their behaviour to different situations and take changes of routine in their stride  Children play co-operatively taking turns with others  Take account of one another`s ideas about how to organise their activity  Show sensitivity to others` needs and feelings  Form positive relationships with adults and other children |

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|  |  | **YEAR B** |  |
| **Term** | **Topic** | **Texts to support learning** | **EYFS PE Skills** |
| **Autumn 1** | Me and my Community! | Hugless Douglas goes to Little School, Pete the Cat, Firefighter Pete, The Jolly Postman , Cops and Robbers  Little Princess, I don’t want to go to hospital, Tigers Toothbrush, If I built a House | Games; Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Mounts stairs, steps or climbing equipment using alternate feet.  Walks downstairs, two feet to each step while carrying a small object.  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Can stand momentarily on one foot when shown.  Can catch a large ball. |
| When the Leaves begin to fall | Leaf Man  The Roll Away Pumpkin |
| **Autumn 2** | Are we there yet? | Mr Gumpy’s Outing  The Great Hot Air Balloon Adventure  I wish I were a pilot  Oi! Get off our train!  Aliens Love Underpants  Man on the Moon | Games: Can tell adults when hungry or tired or when they want to rest or play.  Observes the effects of activity on their bodies.  Understands that equipment and tools have to be used safely.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  Initiates play, offering cues to peers to join them. |
| Snowflake, Snowflake | Stick Man  A Loud Winter’s Nap | Gymnastics: Experiments with different ways of moving.  Jumps off an object and lands appropriately.  Keeps play going by responding to what others are saying or doing.  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| **Spring 1** | Imagine That… | Jack and the Beanstalk, Little Red Riding Hood, The Three Billy Goats Gruff  The Enormous Turnip , The Princess and the Pea | Dance:  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Explains own knowledge and understanding and asks appropriate questions of others.  Uses movement to express feelings.  Creates movement in response to music.  Enjoys joining in with dancing and ring games.  Sings a few familiar songs  Beginning to move rhythmically. |
| **Spring 2** | [Reckless dinosaur pirate with a saber and a claw holding a black ...](https://www.google.co.uk/url?sa=i&url=https://www.freepik.com/premium-vector/reckless-dinosaur-pirate-with-saber-claw-holding-black-pirate-flag-cartoon-style-illustration-flat-design-style_8102410.htm&psig=AOvVaw3z8qUll_li0bQyXfgtAvyS&ust=1590586963625000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCIibh5LV0ekCFQAAAAAdAAAAABAJ)Arrrgh! There be dinosaurs! | There are Dinosaurs in my school  Dear Dinosaur  How to Look after a dinsosaur  A stegosaurus would not make a good pirate.  Pirates like underpants | Gymnastics: Shows understanding of how to transport and store equipment safely.  Eats a healthy range of foodstuffs and understands need for variety in food.  Initiates conversations attends to and takes account of what others say.  Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Takes steps to resolve conflicts with other children, e.g. finding a compromise. |
| Sensational Spring | Rhyming Rabbit  We’re Going on an Egg Hunt | Games: Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it |
| **Summer 1** | A Bugs Life | The Very Hungry Caterpillar  Superworm, The Ugly Bug Ball , The Tiny Seed  Supertato, The Curious Garden | Games: Children show good control and co-ordination in large and small movements  Move confidently in a range of ways  Safely negotiate space  Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe  Work as part of a group or class and understand and follow the rules |
| **Summer 2** | We’re going on an animal hunt! | Farmer Duck  We’re Going on a Bear Hunt  Handa’s Surprise , Poles Apart  Dougal’s Deep Sea Adventure  The Tiger Who came to Tea | Games: Adjust their behaviour to different situations and take changes of routine in their stride  Children play co-operatively taking turns with others  Take account of one another`s ideas about how to organise their activity  Show sensitivity to others` needs and feelings  Form positive relationships with adults and other children |

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| **P.E Progression of Skills Year 1 and 2 National Curriculum Objectives:** | |
| **Dance**  **Year 1:**  **D1: Copies and explores basic movements and body patterns**  **D2: Remembers simple movements and dance steps**  **D3: Links movements to sounds and music.**  **D4: Responds to range of stimuli.**  **Year 2:**  **D5: Copies and explores basic movements with clear control.**  **D6: Varies levels and speed in sequence**  **D7: Can vary the size of their body shapes**  **D8: Add change of direction to a sequence**  **D9: Uses space well and negotiates space clearly.**  **D10: Can describe a short dance using appropriate vocabulary.**  **D11: Responds imaginatively to stimuli.** | **Athletics**  **Year 1:**  **A1: Can run at different speeds.**  **A2: Can jump from a standing position**  **A3: Performs a variety of throws with basic control.**  **Year 2:**  **A4: Can change speed and direction whilst running. A5: Can jump from a standing position with accuracy. A6: Performs a variety of throws with control and coordination. A7: Can use equipment safely** |
| **Gym:**  **Year 1:**  **G1: Copies and explores basic movements with some control and coordination. Can perform different body shapes**  **G2: Performs at different levels**  **G3: Can perform 2 footed jump**  **G4: Can use equipment safely**  **G5: Balances with some control**  **G6: Can link 2-3 simple movements**  **Year 2:**  **G7: Explores and creates different pathways and patterns.**  **G8: Uses equipment in a variety of ways to create a sequence**  **G9: Link movements together to create a sequence** | **Games:**  **Year 1:**  **GA1: Can travel in a variety of ways including running and jumping.**  **GA2: Beginning to perform a range of throws.**  **GA3: Receives a ball with basic control**  **GA4: Beginning to develop hand-eye coordination**  **GA6: Participates in simple games**  **Year 2:**  **GA7: Confident to send the ball to others in a range of ways.**  **GA8: Beginning to apply and combine a variety of skills (to a game situation)**  **GA9: Develop strong spatial awareness.**  **GA10: Beginning to develop own games with peers.**  **GA11: Understand the importance of rules in games.**  **GA12: Develop simple tactics and use them appropriately.**  **GA13: Beginning to develop an understanding of attacking/ defending** |
| **Evaluation:**  **E1: Can comment on own and others performance E2: Can give comments on how to improve performance. E3: Use appropriate vocabulary when giving feedback.** | **Healthy Lifestyles:**  **HL1: Can describe the effect exercise has on the body HL2: Can explain the importance of exercise and a healthy lifestyle.** |

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| **P.E Progression of Skills Year 3 and 4 National Curriculum Objectives:** | |
| **Dance**  **Year 3:**  **D1: Beginning to improvise independently to create a simple dance.**  **D2: Beginning to improvise with a partner to create a simple dance.**  **D3: Translates ideas from stimuli into movement with support.**  **D4: Beginning to compare and adapt movements and motifs to create a larger sequence.**  **D5: Uses simple dance vocabulary to compare and improve work.**  **Year 4:**  **D6: Confidently improvises with a partner or on their own.**  **D7: Beginning to create longer dance sequences in a larger group.**  **D8: Demonstrating precision and some control in response to stimuli.**  **D9: Beginning to vary dynamics and develop actions and motifs.**  **D10: Demonstrates rhythm and spatial awareness.**  **D11: Modifies parts of a sequence as a result of self-evaluation.**  **D12: Uses simple dance vocabulary to compare and improve work** | **Athletics**  **Year 3:**  **A1: Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country**  **A2: Can perform a running jump with some accuracy**  **A3: Performs a variety of throws using a selection of equipment.**  **A4: Can use equipment safely and with good control.**  **Year 4:**  **A5: Beginning to build a variety of running techniques and use with confidence.**  **A6: Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)**  **A7: Demonstrates accuracy in throwing and catching activities.**  **A8: Describes good athletic performance using correct vocabulary.**  **A9: Can use equipment safely and with good control.** |
| **Gym:**  **Year3:**  **G1: Applies compositional ideas independently and with others to create a sequence.**  **G2: Copies, explores and remembers a variety of movements and uses these to create their own sequence.**  **G3: Describes their own work using simple gym vocabulary.**  **G4: Beginning to notice similarities and differences between sequences. G5: Uses turns whilst travelling in a variety of ways.**  **G6: Beginning to show flexibility in movement**  **G7: Beginning to develop good technique when travelling, balancing, use equipment etc**  **Year 4**  **G8: Links skills with control, technique, co-ordination and fluency.**  **G9: Understands composition by performing more complex sequences.**  **G10: Beginning to use gym vocabulary to describe how to improve and refine performances.**  **G11: Develops strength, technique and flexibility throughout performances.**  **G12: Creates sequences using various body shapes and equipment.**  **G13: Combines equipment with movement to create sequences.** | **Games:**  **Year 3:**  **GA1: Understands tactics and composition by starting to vary how they respond. GA2: Vary skills, actions and ideas and link these in ways that suit the games activity. GA3: Beginning to communicate with others during game situations.**  **GA4: Uses skills with co-ordination and control.**  **GA5: Develops own rules for new games.**  **GA6: Makes imaginative pathways using equipment.**  **GA7: Works well in a group to develop various games.**  **GA8: Beginning to understand how to compete with each other in a controlled manner. GA9: Beginning to select resources independently to carry out different skills.**  **Year 4:**  **GA10: Vary skills, actions and ideas and link these in ways that suit the games activity. GA11: Shows confidence in using ball skills in various ways and can link these together. GA12: Uses skills with co-ordination, control and fluency.**  **GA13: Takes part in competitive games with a strong understanding of tactics and composition.**  **GA14: Can create their own games using knowledge and skills.**  **GA15: Works well in a group to develop various games.**  **GA16: Compares and comments on skills to support creation of new games. GA17: Can make suggestions as to what resources can be used to differentiate a game. GA18: Apply basic skills for attacking and defending.**  **GA19: Uses running, jumping, throwing and catching in isolation and combination.** |
| **Outdoor Adventurous Activities:**  **OAA1: Develops listening skills.**  **OAA2: Creates simple body shapes.**  **OAA3: Listens to instructions from a partner/ adult.**  **OAA4: Beginning to think activities through and problem solve.**  **OAA5: Discuss and work with others in a group.**  **OAA6: Demonstrates an understanding of how to stay safe.** | **Swimming (starts in Y3)**  **S1: Swims competently, confidently and proficiently over a distance of at least 25 metres**  **S2: Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.**  **S3: Performs safe self-rescue in different water-based situations.** |
| **Evaluation:**  **Evaluation E1: Watches and describes performances accurately.**  **E2: Beginning to think about how they can improve their own work.**  **E3: Work with a partner or small group to improve their skills.**  **E4: Make suggestions on how to improve their work, commenting on similarities and differences** | **Healthy Lifestyles:**  **HL1: Can describe the effect exercise has on the body**  **HL2: Can explain the importance of exercise and a healthy lifestyle.**  **HL3: Understands the need to warm up and cool down.** |

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| **Progression of skills Year 5/6 National Curriculum Objectives:** | |
| **Dance**  **Year 5:**  **D1: Beginning to exaggerate dance movements and motifs (using expression when moving)**  **D2: Demonstrates strong movements throughout a dance sequence.**  **D3: Combines flexibility, techniques and movements to create a fluent sequence.**  **D4: Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs.**  **D5: Beginning to show a change of pace and timing in their movements.**  **D6: Uses the space provided to his maximum potential.**  **D7: Improvises with confidence, still demonstrating fluency across their sequence. D8: Modifies parts of a sequence as a result of self and peer evaluation.**  **D9: Uses more complex dance vocabulary to compare and improve work.**  **Year 6:**  **D10: Exaggerate dance movements and motifs (using expression when moving)**  **D11: Performs with confidence, using a range of movement patterns.**  **D12: Demonstrates a strong imagination when creating own dance sequences and motifs.**  **D13: Demonstrates strong movements throughout a dance sequence.**  **D14: Combines flexibility, techniques and movements to create a fluent sequence.**  **D15: Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs.**  **D16: Beginning to show a change of pace and timing in their movements.**  **D17: Is able to move to the beat accurately in dance sequences.**  **D18: Improvises with confidence, still demonstrating fluency across their sequence. D19: Dances with fluency, linking all movements and ensuring they flow.**  **D20: Demonstrates consistent precision when performing dance sequences.**  **D21: Modifies parts of a sequence as a result of self and peer evaluation.**  **D22: Uses more complex dance vocabulary to compare and improve work.** | **Athletics**  **Year 5 and 6:**  **A1: Beginning to build a variety of running techniques and use with confidence.**  **A2: Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)**  **A3: Beginning to record peers’ performances and evaluate these.**  **A4: Demonstrates accuracy and confidence in throwing and catching activities.**  **A5: Describes good athletic performance using correct vocabulary.**  **A6: Can use equipment safely and with good control.** |
| **Gym:**  **Year 5:**  **G1: Select and combine their skills, techniques and ideas.**  **G2: Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.**  **G3: Draw on what they know about strategy, tactics and composition when performing and evaluating.**  **G4: Analyse and comment on skills and techniques and how these are applied in their own and others' work.**  **G5: Uses more complex gym vocabulary to describe how to improve and refine performances.**  **G6: Develops strength, technique and flexibility throughout performances.**  **G7: Links skills with control, technique, co-ordination and fluency.**  **G8: Understands composition by performing more complex sequences.**  **Year 6:**  **G9: Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. G10: Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.**  **G11: Adapts sequences to include a partner or a small group.**  **G12: Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.**  **G13: Draw on what they know about strategy, tactics and composition when performing and evaluating.**  **G14: Analyse and comment on skills and techniques and how these are applied in their own and others' work.**  **G15: Uses more complex gym vocabulary to describe how to improve and refine performances.**  **G16: Develops strength, technique and flexibility throughout performances** | **Games:**  **Year 5:**  **GA1: Vary skills, actions and ideas and link these in ways that suit the games activity. GA2: Shows confidence in using ball skills in various ways, and can link these together. GA3: Uses skills with co-ordination, control and fluency.**  **GA4: Takes part in competitive games with a strong understanding of tactics and composition.**  **GA5: Can create their own games using knowledge and skills.**  **GA6: Can make suggestions as to what resources can be used to differentiate a game. GA7: Apply basic skills for attacking and defending.**  **GA8: Uses running, jumping, throwing and catching in isolation and combination.**  **Year 6:**  **GA9: Vary skills, actions and ideas and link these in ways that suit the games activity. GA10: Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking.**  **GA11: Keeps possession of balls during games situations.**  **GA12: Consistently uses skills with co-ordination, control and fluency.**  **GA13: Takes part in competitive games with a strong understanding of tactics and composition.**  **GA14: Can create their own games using knowledge and skills.**  **GA15: Modifies competitive games.**  **GA16: Compares and comments on skills to support creation of new games.**  **GA17: Can make suggestions as to what resources can be used to differentiate a game. GA18: Apply knowledge of skills for attacking and defending.**  **GA19: Uses running, jumping, throwing and catching in isolation and in combination.** |
| **Outdoor Adventurous Activities:**  **OAA1: Develops strong listening skills.**  **OAA2: Uses and interprets simple maps.**  **OAA3: Think activities through and problem solve using general knowledge.**  **OAA4: Choose and apply strategies to solve problems with support.**  **OAA5: Discuss and work with others in a group.**  **OAA6: Demonstrates an understanding of how to stay safe.** | **Swimming (starts in Y3)**  **S1: Swims competently, confidently and proficiently over a distance of at least 25 metres**  **S2: Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. S3: Performs safe self-rescue in different water-based situations** |
| **Evaluation:**  **E1: Watches and describes performances accurately.**  **E2: Learn from others how they can improve their skills.**  **E3: Comment on tactics and techniques to help improve performances.**  **E4: Make suggestions on how to improve their work, commenting on similarities and differences.** | **Healthy Lifestyles:**  **HL1: Can describe the effect exercise has on the body**  **HL2: Can explain the importance of exercise and a healthy lifestyle.**  **HL3: Understands the need to warm up and cool down.** |