Long Term Coverage

Our PE curriculum is designed to provide pupils with the opportunities to participate in a broad and alternative range of physical activities to widen their experiences. Pupils will gain knowledge and skills to use in a competitive environment, embedding values such as fairness and respect. This will promote physical and mental wellbeing thus enabling children to manage feelings from success to failure. They will be provided with the tools to make informed choices to independently lead a healthy, active lifestyle.

	Reception	KS1	KS2
National Curriculum Objectives	*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.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best

Autumn Term 1

	Reception	KS1 (cycle A)	KS1 (cycle B)	LKS2 (cycle A)	LKS2 (cycle B)	UKS2 (cycle A)	UKS2 (cycle B)
Objective		Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Lesson 1- Indoor Theme		Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Coverage	To use climbing equipment safely and competently. (Au1) To begin to negotiate space effectively. (Au1) To know how to use the trim trail safely. (Au1)	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. Perform rolls: Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll, Crouched forward roll. Perform jumps: Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle Hurdle step onto springboard. Straight jump off springboard. Tuck jump off springboard. Bunny hop, front support wheelbarrow with partner, T-lever, scissor kick, Handstand. Travel in different ways: Tiptoe, step, jump and hop. Hopscotch, Skipping, Galloping, Straight jump half-turn. Balance in different ways: Standing balances, Kneeling balances, Large body part balances, Balances on apparatus, Balances with a partner, Pike, tuck, star, straight, straddle shapes, Front and back support. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. Perform rolls: Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll, Crouched forward roll. Perform jumps: Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle Hurdle step onto springboard. Straight jump off springboard. Tuck jump off springboard. Bunny hop, front support wheelbarrow with partner, T-lever, scissor kick, Handstand. Travel in different ways: Tiptoe, step, jump and hop. Hopscotch, Skipping, Galloping, Straight jump half-turn. Balance in different ways: Standing balances, Kneeling balances, Large body part balances, Balances on apparatus, Balances with a partner, Pike, tuck, star, straight, straddle shapes, Front and back support. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. Perform rolls: Forward roll from standing, Straddle forward roll, Tucked backward roll, Backward roll to straddle. Perform jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Straight jump, half-turn, Straight jump, full-turn, Cat leap, Cat leap half-turn. On the vault: Hurdle step onto springboard, Squat on vault, Straddle on vault, Star jump off, Tuck jump off, Straddle jump off, Pike jump off. Perform Lunge into handstand, Lunge into cartwheel Travel in different ways: Tiptoe, step, jump and hop, Hopscotch, Skipping, Chassis steps, Straight jump, half turn, Straight jump, full turn, Cat leap, Cat leap half turn, Pivot. Balances: 1, 2, 3 and 4- point balances Balances on apparatus, Balances with and against a partner, Pike, tuck, star, straight, straddle shapes, Front and back support. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. Perform rolls: Forward roll from standing, Straddle forward roll, Tucked backward roll, Backward roll to straddle. Perform jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Straight jump, half-turn, Straight jump, full-turn, Cat leap, Cat leap half-turn. On the vault: Hurdle step onto springboard, Squat on vault, Straddle on vault, Star jump off, Tuck jump off, Straddle jump off, Pike jump off. Perform Lunge into handstand, Lunge into cartwheel Travel in different ways: Tiptoe, step, jump and hop, Hopscotch, Skipping, Chassis steps, Straight jump, half turn, Straight jump, full turn, Cat leap, Cat leap half turn, Pivot. Balances: 1, 2, 3 and 4- point balances Balances on apparatus, Balances with and against a partner, Pike, tuck, star, straight, straddle shapes, Front and back support. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Perform rolls: Forward roll from standing, Straddle forward roll, Pike forward roll, Dive forward roll, Tucked backward roll, Backward roll to straddle, Backward roll to standing pike, Pike backward roll. Perform jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap full-turn, Split leap, Stag leap. On the vault: Hurdle step onto springboard, Squat on vault, Straddle on vault, Star jump off, Tuck jump off, Straddle jump off, Pike jump off, squat through vault, straddle over vault. Lunge into cartwheel, Lunge into round-off, Hurdle step, Hurdle step into cartwheel, hurdle step into roundoff. Travel in different ways: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot. Balances: 1, 2, 3 and 4- point balances Balances on apparatus, full body weight partner balances , Pike, tuck, star, straight, straddle shapes, Front and back support. Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Perform rolls: Forward roll from standing, Straddle forward roll, Pike forward roll, Dive forward roll, Tucked backward roll, Backward roll to straddle, Backward roll to standing pike, Pike backward roll. Perform jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap full-turn, Split leap, Stag leap. On the vault: Hurdle step onto springboard, Squat on vault, Straddle on vault, Star jump off, Tuck jump off, Straddle jump off, Pike jump off, squat through vault, straddle over vault. Lunge into cartwheel, Lunge into round-off, Hurdle step, Hurdle step into cartwheel, hurdle step into roundoff. Travel in different ways: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot. Balances: 1, 2, 3 and 4- point balances Balances on apparatus, full body weight partner balances , Pike, tuck, star, straight, straddle shapes, Front and back support. Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Progression	EYFS Physical Competence	KS1 Physical Competence	KS1 Physical Competence	LKS2 Physical Competence	LKS2 Physical Competence	UKS2 Physical Competence	UKS2 Physical Competence
	EYFS Healthy Active Lives	KS1 Healthy Active Lives	KS1 Healthy Active Lives	LKS2 Healthy Active Lives	LKS2 Healthy Active Lives	UKS2 Healthy Active Lives	UKS2 Healthy Active Lives
Vocabulary	mirroring, direction balance, competitive, competitive, speed, obstacle	direction, speed, balance, stretch, jump, springboard	direction, speed, balance, stretch, jump, pike, tuck, star, straight, springboard	direction, speed, level, actions, shape, balance, control, turns, jumps, tuck, pike, star, straddle, leap, chassis, evaluate	direction, speed, level, actions, shape, balance, control, co-ordination, turns, jumps, vault, balance, tuck, pike, star, straddle, leap, chassis, evaluate	sequence, direction, speed, level, actions, shape, balance, control, co-ordination, turns, jumps, vault, balance, flexibility, tuck, pike, straddle, star, leap, stag, chassis, technique, evaluate	sequence, direction, speed, level, actions, shape, balance, control, co-ordination, turns, jumps, vault, balance, flexibility, tuck, pike, straddle, leap, stag, chassis, technique, evaluate, contrast
Cultural Capital	children will experience a visit to a soft play area to apply their skills.	Children will participate in a gymnastics competition hosted by the school and invite other local schools to participate.	Children will participate in a gymnastics competition hosted by the school and invite other local schools to participate.	Children will undertake a workshop with a local gymnast/gymnastics club.	Children will undertake a workshop with a local gymnast/gymnastics club.	Children will visit a local gymnastics club	Children will visit a local gymnastics club

Autumn Term 2

	Reception	KS1 (cycle A)	KS1 (cycle B)	LKS2 (cycle A)	LKS2 (cycle B)	UKS2 (cycle A)	UKS2 (cycle B)
Objective		Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.	Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Lesson 1- Indoor Theme		Dance	Dance	Dance	Dance	Dance	Dance
Coverage	To use climbing equipment safely and competently. (Au2) To negotiate space effectively. (Au2) To take part in sporting activities outside of school e.g. gymnastics, swimming etc.) (Au2) To know how to use the trim trail safely. (Au2) To know about different sporting clubs running after school (Au2)	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Progression	EYFS Physical Competence	KS1 Physical Competence	KS1 Physical Competence	LKS2 Physical Competence	LKS2 Physical Competence	UKS2 Physical Competence	UKS2 Physical Competence
	EYFS Healthy Active Lives	KS1 Healthy Active Lives	KS1 Healthy Active Lives	LKS2 Healthy Active Lives	LKS2 Healthy Active Lives	UKS2 Healthy Active Lives	UKS2 Healthy Active Lives
Vocabulary	mirroring, direction balance, competitive, competitive, speed, obstacle	motif, choreography, unison, canon, mirroring,	motif, choreography, unison, canon, mirroring, co-ordination, compose	Choreography repeat, canon, patterns, compose, co-ordination, improvise, sequence, precision, control, stimuli, dynamics, rhythm,	choreography repeat, canon, patterns, compose, co-ordination, improvise, sequence, precision, dynamics, rhythm, spatial awareness, accuracy, control,	Choreography, repeat, canon, patterns, compose, co-ordination, actions, sequence, precision, expression, dynamics, control, spatial awareness, technique, stimulus, levels, timing, rhythm, accuracy, transitions, evaluate	Choreography, repeat, canon, patterns, compose, co-ordination, actions, sequence, expression, dynamics, control, spatial awareness, flexibility, technique, stimulus, levels, pace, timing, rhythm, accuracy, fluency, transitions, motif, precision, evaluate
Cultural Capital	Children will participate in dances of the world day	Children will participate in dances of the world day	Children will participate in dances of the world day	Children will participate in dances of the world day	Children will participate in dances of the world day	Children will participate in dances of the world day	Children will participate in dances of the world day

Spring Term 1

	Reception	KS1 (cycle A)	KS1 (cycle B)	LKS2 (cycle A)	LKS2 (cycle B)	UKS2 (cycle A)	UKS2 (cycle B)
Objective		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.	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.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Outdoor Theme		Games- Net and Wall	Games- Net and Wall	Games- Net and Wall – volleyball skills	Games- Net and Wall – badminton	Games- Net and Wall – volleyball	Games- Net and Wall - tennis
Coverage	To be able to balance and coordinate safely. (Sp1) To negotiate space effectively. (Sp1) To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1)	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending (doubles) Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Progression	EYFS Physical Competence	KS1 Physical Competence	KS1 Physical Competence	LKS2 Physical Competence	LKS2 Physical Competence	UKS2 Physical Competence	UKS2 Physical Competence
	EYFS Healthy Active Lives	KS1 Healthy Active Lives	KS1 Healthy Active Lives	LKS2 Healthy Active Lives	LKS2 Healthy Active Lives	UKS2 Healthy Active Lives	UKS2 Healthy Active Lives
		KS1 Physical Activity	KS1 Physical Activity	LKS2 Physical Activity	LKS2 Physical Activity	UKS2 Physical Activity	UKS2 Physical Activity
Vocabulary	mirroring, direction balance, competitive, competitive, speed, obstacle	, underarm, overarm, dodging, coordination, competitive,	striking, sending, receiving, underarm, overarm, accuracy, control, fluency, marking, dodging, coordination, competitive, technique	striking, underarm, overarm. Technique, marking, distance, control, attacking, defending, ss.	striking accuracy, control, underarm, overarm, rally, hand-eye co-ordination, stationary, fluency, technique, attacking, defending, evaluate,	technique, overhead, accuracy, striking, underarm, overarm, possession, tactics, attacking, defending, evaluate, effectiveness	technique, backhand, strokes, overhead, rally, accuracy, possession, tactics, attacking, defending, evaluate, effectiveness.
Cultural Capital	Children will experience a gym style circuit with a focus on the importance of healthy and active lifestyles.	Children will experience a gym style circuit with a focus on the importance of healthy and active lifestyles.	Children will experience a gym style circuit with a focus on the importance of healthy and active lifestyles.	Children will be involved in hosting and participating in a badminton competition for local schools.	Children will be involved in hosting and participating in a badminton competition for local schools.	Children will be involved in hosting and participating in a badminton competition for local schools.	Children will be involved in hosting and participating in a badminton competition for local schools.

Spring Term 2

	Reception	KS1 (cycle A)	KS1 (cycle B)	LKS2 (cycle A)	LKS2 (cycle B)	UKS2 (cycle A)	UKS2 (cycle B)
Objective		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.	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.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Outdoor Theme		Games – invasion	Games – invasion	Games – invasion (Basketball)	Games – invasion (Dodgeball)	Games – invasion (Football)	Games – invasion (Rugby)
Coverage	To throw and catch a ball successfully (sp2)To know why it is important to handle different apparatus safely. (Sp2)	Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve.	Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Use a variety of ways to dribble in a game with success.	Practise the correct batting technique and use it in a game. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Use different techniques to hit a ball. Explore when different shots are best used. Practise techniques for all strokes. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass in a game. Devise and adapt rules to create their own game. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Explore when different shots are best used. Play a tennis game using an overhead serve. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass in a game. Devise and adapt rules to create their own game. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.
Progression	EYFS Physical Competence	KS1 Physical Competence	KS1 Physical Competence	LKS2 Physical Competence	LKS2 Physical Competence	UKS2 Physical Competence	UKS2 Physical Competence
	EYFS Healthy Active Lives	KS1 Healthy Active Lives	KS1 Healthy Active Lives	LKS2 Healthy Active Lives	LKS2 Healthy Active Lives	UKS2 Healthy Active Lives	UKS2 Healthy Active Lives
		KS1 Physical Activity	KS1 Physical Activity	LKS2 Physical Activity	LKS2 Physical Activity	UKS2 Physical Activity	UKS2 Physical Activity
Vocabulary	mirroring, direction balance, competitive, competitive, speed, obstacle	underarm, overarm, dodging, competitive	underarm, overarm, attacking, defending, marking, dodging, competitive	Underarm, overarm, distance, control, accuracy, attacking, defending,	Underarm, overarm, accuracy, distance, hand-eye co-ordination, stationary, fluency, , possession, attacking, defending,	Underarm, overarm, t overhead, dribble, accuracy, possession, tactics, attacking, defending,, stationary, distance, control,	Underarm, overarm, technique, overhead, dribble, accuracy, possession, tactics, attacking, defending, distance, stationary, hand-eye coordination evaluate, effectiveness.
Cultural Capital	Children will experience a range of disability sports.	Children will experience a range of disability sports.	Children will experience a range of disability sports.	Children will experience a range of disability sports.	Children will experience a range of disability sports.	Children will experience a range of disability sports.	Children will experience a range of disability sports.

Summer Term 1

	Reception	KS1 (cycle A)	KS1 (cycle B)	LKS2 (cycle A)	LKS2 (cycle B)	UKS2 (cycle A)	UKS2 (cycle B)
Objective		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.	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.	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Outdoor Theme		Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
Coverage		Run at different paces and describe the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps e.g. two feet to two feet, two feet to one foot, one foot to same, one foot to opposite. Combine different jumps together with fluency and control. Jump for distance from a standing position with accuracy and control. Investigate/choose the best jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distances. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances and use what they see to improve their own performance. Talk about differences between their own and others' work.	Run at different paces and describe the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps e.g. two feet to two feet, two feet to one foot, one foot to same, one foot to opposite. Combine different jumps together with fluency and control. Jump for distance from a standing position with accuracy and control. Investigate/choose the best jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distances. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances and use what they see to improve their own performance. Talk about differences between their own and others' work.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Select the most suitable pace for distance and their fitness level in order to maintain a sustained run. Adjust running paces smoothly. Begin to combine running with jumping over hurdles. Identify and demonstrate stamina, and explain its importance for runners. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Select the most suitable pace for distance and their fitness level in order to maintain a sustained run. Adjust running paces smoothly. Begin to combine running with jumping over hurdles. Identify and demonstrate stamina, and explain its importance for runners. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Build up speed quickly for a sprint finish. Use their preferred leg when running over hurdles. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Develop the technique for the standing vertical jump. Maintain control at each of the stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities, including measuring the jumps with confidence and accuracy. Develop the technique for the push, pull and fling throw and support others in improving their performance. Accurately measure and record the distance of their throws. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	Build up speed quickly for a sprint finish. Use their preferred leg when running over hurdles. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Develop the technique for the standing vertical jump. Maintain control at each of the stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities, including measuring the jumps with confidence and accuracy. Develop the technique for the push, pull and fling throw and support others in improving their performance. Accurately measure and record the distance of their throws. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Progression		KS1 Physical Activity	KS1 Physical Activity	LKS2 Physical Activity	LKS2 Physical Activity	UKS2 Physical Activity	UKS2 Physical Activity
		KS1 Healthy Active Lives	KS1 Healthy Active Lives	LKS2 Healthy Active Lives	LKS2 Healthy Active Lives	UKS2 Healthy Active Lives	UKS2 Healthy Active Lives
		KS1 Competition	KS1 Competition	LKS2 Competition	LKS2 Competition	UKS2 Competition	UKS2 Competition
Vocabulary		stride, length, speed, obstacle, compete	stride, length, speed, obstacle, technique, accuracy, compete	stride, length, speed, obstacle, technique, sprint, technique, pace, stamina, control, accuracy, relay, baton	stride, length, speed, obstacle, sprint, technique, pace, adjust, combine, stamina, control, accuracy, relay, baton	stride, length, speed, obstacle, sprint, reaction, accelerate, adjust, combine, pace, distance, technique, control, accuracy, relay, composition, evaluate	stride, length, speed, obstacle sprint, reaction, accelerate, pace, distance, technique, control, accuracy, relay, composition, tactics, evaluate
Cultural Capital		Olympics Themed Day/ Sports day	Olympics Themed Day/ Sports day	Olympics Themed Day/ Sports day	Olympics Themed Day/ Sports day	Olympics Themed Day/ Sports day	Olympics Themed Day/ Sports day

Summer Term 2

	Reception	KS1 (cycle A)	KS1 (cycle B)	LKS2 (cycle A)	LKS2 (cycle B)	UKS2 (cycle A)	UKS2 (cycle B)
Objective		Participate in team games, developing simple tactics	Participate in team games, developing simple tactics	Take part in outdoor and adventurous activity challenges both individually and within a team	Take part in outdoor and adventurous activity challenges both individually and within a team	Take part in outdoor and adventurous activity challenges both individually and within a team	Take part in outdoor and adventurous activity challenges both individually and within a team
Outdoor Theme		Outdoor Adventurous Activity	Outdoor Adventurous Activity	Outdoor Adventurous Activity	Outdoor Adventurous Activity	Outdoor Adventurous Activity	Outdoor Adventurous Activity
Coverage	To show good control and co-ordination in large and small movements. (Su2) To know how to handle a range of equipment and tools effectively. (Su2)	Develop and master fundamental movement skills. Orientate themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication to begin to work as a team. Communicate with others. Begin to complete activities in a set period of time.	Develop and master fundamental movement skills. Orientate themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication to begin to work as a team. Communicate with others. Begin to complete activities in a set period of time.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. Communicate clearly with others. Work as part of a team Begin to use a map to complete an orienteering course. Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. Communicate clearly with others. Work as part of a team Begin to use a map to complete an orienteering course. Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail. Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail. Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it. Thoroughly evaluate their own and others' work, suggesting
Progression	EYFS Physical Competence	KS1 Physical Activity	KS1 Physical Activity	LKS2 Physical Activity	LKS2 Physical Activity	UKS2 Physical Activity	UKS2 Physical Activity
	EYFS Healthy Active Lives	KS1 Healthy Active Lives	KS1 Healthy Active Lives	LKS2 Healthy Active Lives	LKS2 Healthy Active Lives	UKS2 Healthy Active Lives	UKS2 Healthy Active Lives
		KS1 Competition	KS1 Competition	LKS2 Competition	LKS2 Competition	UKS2 Competition	UKS2 Competition
Vocabulary	mirroring, direction balance, competitive, competitive, speed, obstacle	Communication, team building, cooperation, problem solving	Communication, team building, cooperation, problem solving	Communication, team building, cooperation, problem solving orientate, accuracy, features, key, map	Communication, team building, cooperation, problem solving orientate, accuracy, features, key, map, challenge.	Communication, team building, cooperation, problem solving orientate, accuracy, challenge, navigation, map, key, compass, feedback,	Communication, team building, cooperation, problem solving orientate, accuracy, challenge, navigation, map, compass, feedback, evaluate, effectiveness. modify
Cultural Capital	Wimbledon (see website for specific dates) .Children will have the experience of watching Wimbledon with strawberries and cream. Children will make bug hotels to embed their teamwork skills. Children will watch football games (see website for specific games) to expose them to feelings associated with competitive sport.	Wimbledon (see website for specific dates) .Children will have the experience of watching Wimbledon with strawberries and cream. Children will make dens for small creatures to embed teamwork and cooperation skills. Children will watch football games (see website for specific games) to expose them to feelings associated with competitive sport.	Wimbledon (see website for specific dates) Children will have the experience of watching Wimbledon with strawberries and cream. Children will make dens for small creatures to embed teamwork and cooperation skills. Children will watch football games (see website for specific games) to expose them to feelings associated with competitive sport.	Wimbledon (see website for specific dates) Children will have the experience of watching Wimbledon with strawberries and cream. Children will watch football games (see website for specific games) to expose them to feelings associated with competitive sport.	Wimbledon (see website for specific dates) Children will have the experience of watching Wimbledon with strawberries and cream. Children will watch football games (see website for specific games) to expose them to feelings associated with competitive sport.	Wimbledon (see website for specific dates) Children will have the experience of watching Wimbledon with strawberries and cream. Children will watch football games (see website for specific games) to expose them to feelings associated with competitive sport.	Wimbledon (see website for specific dates) Children will have the experience of watching Wimbledon with strawberries and cream. Children will watch football games (see website for specific games) to expose them to feelings associated with competitive sport.