

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topics	Sounds/Senses	Space	Weather	Kings and Queens	The Seaside	
PE AREA OF STUDY	Fundamental Skills Movement (FSM) Baseline Assessment	Gymnastics-Balance and Travel FSM- Hop/Skip/Jump	FSM- Throwing underarm and catching		Dance from the heart. FSM- kicking and rolling a ball	FSM- running Athletics/ Games
Skills Covered:	<p>The 10 FSM are the basic movements that children need to be able to master by the end of KS1 to enable them to apply the skills into games. Baseline assessment for the 10 FSM</p> <ul style="list-style-type: none"> *Running (speed) *Jumping (for distance) *Skipping *Hopping <p>Ball Skills:</p> <ul style="list-style-type: none"> *Throwing over arm *Throwing under arm *Catching *Rolling *Bouncing *Kicking (from stationary) 	<p>Explore different balances that can be made with a body. Refine and improve balances.</p> <p>Explore different ways of travelling around a space. Link travel and balances together. Begin to use a variety of equipment.</p> <p>Develop and refine skills for hopping (one leg), Skipping and Jumping (from one spot to another using two feet)</p>	<p>Develop and refine skills for:</p> <ul style="list-style-type: none"> *throwing underarm -accuracy -fine and gross motor skills by using different sized balls and targets - distance (although underarm throw is primarily used for short distances) <ul style="list-style-type: none"> *catching - accuracy - fine and gross motor skills by using different sized balls - location and anticipation as to where an object is going to land 		<p>Develop and refine skills for:</p> <ul style="list-style-type: none"> *Dance - follow a choreograph - develop space and self awareness <ul style="list-style-type: none"> *Kicking a ball - accuracy - distance - movement before kicking <ul style="list-style-type: none"> *Rolling a ball - accuracy -fine and gross motor skills by using different sized balls and targets - distance 	<p>Develop and refine skills for:</p> <ul style="list-style-type: none"> *Running -distance -speed -control speed -control pace <ul style="list-style-type: none"> *Athletics/Games -Team work and co-operation - tactics - applying FSM skills -understanding rules

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Year 2 Topic	Local Environment	People Who Help Us	Lighthouses/ Island Home	Victorians	Animals	Africa
PE AREA OF STUDY	Fundamental Skills Movement (FSM)- Ball Skills: *Throwing overarm *Catching *Rolling	Dance (fire)	Gymnastics- rolls and jumps	FSM- class specific	Dance from the heart FSM- Bouncing a ball	FSM end of key stage assessment. Athletics
SKILLS	Develop/Refine and Master the skills for: *throwing overarm -distance -fine and gross motor skills by using different sized balls and targets -speed -accuracy *catching - accuracy - fine and gross motor skills by using different sized balls - location and anticipation as to where an object is going to land *rolling -accuracy -fine and gross motor skills by using different sized balls and targets - distance	Explore movement Link movements together Respond to a stimulus (Great Fire Of London) Communicate experiences and feelings through movement Compose, remember, repeat and perform a short dance.	Develop and refine skills for: Balance Rolls Egg, pencil, tuck, teddy Jumps Straight, tuck, star	Teachers will use their FSM assessment from the end of year 1 to work on the movement skills that their particular class needs , to enable as many children as possible to master that movement by the end of KS1.	Develop/Refine and Master the skills for: *Dance - follow a choreograph - develop space and self awareness *Bouncing - accuracy - fine and gross motor skills by using different sized balls - location and anticipation as to where an object is going to land -movement	The 10 FSM are the basic movements that children need to be able to master by the end of KS1 to enable them to apply the skills into games. Baseline assessment for the 10 FSM- End of KS1 *Running (speed) *Jumping (for distance) *Skipping *Hopping Ball Skills: *Throwing over arm *Throwing under arm *Catching *Rolling *Bouncing *Kicking (from stationary)

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE AREA OF STUDY	Athletics	Gymnastics	Dance	Invasion games	Gymnastics	Net & Wall games
SKILLS	<ul style="list-style-type: none"> • perform the pull throwing action • explore different running techniques • perform the sling throw • develop jumping actions • Select an appropriate running technique for distance • perform a push throw • perform a start in a sprint type race • throw for distance using three different throws • perform a hop, step and jump • pass a baton successfully in a race • perform 5 different jumps • perform in athletic type competitive events (run, jump and throw) 	<ul style="list-style-type: none"> • develop ways of travelling on hands and feet • develop balance on small body parts create a sequence of travelling and balancing actions • develop ways of rolling • develop the skills of jumping, shape and landing • create a sequence of gymnastic actions • evaluate and recognise their own success • create a sequence to meet the core task “Balancing Act” • perform gymnastic actions using apparatus 	<ul style="list-style-type: none"> • Use travelling actions along varied pathways. • create a sequence with travel, jump and gesture. • follow a partners sequence. • Link travel, turn, jump and gesture. • Link dance elements, performing with increased control. • create a story through dance. 	<ul style="list-style-type: none"> • send and receive a ball • send a ball and move into space to receive a pass • send and receive a ball in a simple game • use simple tactics in a game • send and receive a ball in an invasion game • revise simple tactics in an invasion game • evaluate their own and others success • play “three touch ball” 	<ul style="list-style-type: none"> • develop ways of travelling on hands and feet • develop balance on small body parts create a sequence of travelling and balancing actions • develop ways of rolling • develop the skills of jumping, shape and landing • create a sequence of gymnastic actions • evaluate and recognise their own success • create a sequence to meet the core task “Balancing Act” perform gymnastic actions using apparatus 	<ul style="list-style-type: none"> • Explore different throwing actions • consolidate throwing actions and practise catching. • Explore different ways of throwing. • Consolidate catching skills. • suggest ideas and practices to improve their play • Strike the ball using their hand or small bat. • Improve movement skills and body positions. • Familiarise them with a racquet and practise striking skills using a racquet • Choose a range of simple tactics to use in a simple game. • develop range of striking skills suitable for net / wall type

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE AREA OF STUDY	Indoor Athletics ‘Y3/4 Athletics’	Dance ‘Y4 dance unit’	Gymnastics ‘Y4 gym unit’	Invasion Games ‘Netball/ Basketball’	OAA ‘Y3/4 OAA’	Striking & Fielding ‘Y3/4 Striking & Fielding’
SKILLS	<ul style="list-style-type: none"> • perform the pull throwing action • explore different running techniques • perform the sling throw • develop jumping actions • Select an appropriate running technique for distance • perform a push throw • perform a start in a sprint type race • throw for distance using three different throws • perform a hop, step and jump • pass a baton successfully in a race • perform 5 different jumps • perform in athletic type competitive events (run, jump and throw) 	<ul style="list-style-type: none"> • develop ways of travelling on feet and hands and feet. • develop balance on small body parts. • develop a range of jumping actions • develop balance on large body parts. • create a gymnastic sequence of travelling and balancing. • explore different ways of rolling. • perform rolling actions and link these with other actions to create a sequence. • explore different ways of balancing, jumping and travelling. • create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions • make simple judgements about the quality of performances. • create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions • make simple judgements about the quality of performances and suggest ways they can be improved. 	<ul style="list-style-type: none"> • develop ways of travelling on feet and hands and feet. • develop balance on small body parts. • develop a range of jumping actions • develop balance on large body parts. • create a gymnastic sequence of travelling and balancing. • explore different ways of rolling. • perform rolling actions and link these with other actions to create a sequence. • explore different ways of balancing, jumping and travelling. • create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions • make simple judgements about the quality of performances. • create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions • make simple judgements about the quality of performances and suggest ways they can be improved. 	<ul style="list-style-type: none"> • send and receive a ball • travel with a ball. • travel with a ball with control • use simple tactics to outwit and opponent • apply basic principles suitable for attacking • evaluate and recognise their own success • travel with a ball with control in an invasion game • apply basic principles suitable for attacking in an invasion game i.e. core • task “On the Attack” • evaluate and recognise their own success 	<ul style="list-style-type: none"> • know that a map is a bird’s eye view plan of the ground. • know how to keep the map “set or “orientated” when they move. • know some of the symbols on a orienteering map • know how to keep the map “set or “orientated” when they move around a simple course. • run safely with a map around a simple orienteering course. • know the 8 points of a compass. • navigate to a control marker • navigate to a control marker on a simple course • record information accurately at the control marker • navigate to a control marker on a score event course • plan effectively to visit as many control markers in the time allowed. • understand how OAA can help their fitness and health • navigate to a control marker on a score event course 	<ul style="list-style-type: none"> • send a ball in a striking and fielding game • receive a ball in a striking and fielding game • evaluate success • strike a ball a striking and fielding game • use simple tactics in a striking and fielding game • evaluate tactics used in a striking and fielding game

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE AREA OF STUDY	Athletics ‘Y5/6 Athletics’	Dance ‘Y5 dance unit’	Gymnastics ‘Y5 gym unit’	Invasion Games ‘Tag Rugby’	Athletics ‘Y5/6 Athletics’	Net & Wall Games ‘Y5/6 Net & Wall games’
SKILLS	<ul style="list-style-type: none"> • Develop running skills in isolation. • develop throwing skills • evaluate their own success • explore ways of combining jumping actions • develop throwing skills in an athletic type activity • develop jumping actions in combination • develop running skills in isolation • develop throwing skills in an athletic type activity • Develop running, jumping and throwing skills in an athletic type activity. • compare their performances with previous ones and demonstrate • Improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Create a sequence showing contrasting characters. • Work collaboratively to retell the story. • Use props within a sequence to tell the story. • Confidently and creatively, create a dance sequence using a prop to enhance the conveyance of emotions and events within a story. • Plan and create dances for themselves and others within their group. Using a wide range of interesting movements. • Create and develop dances for themselves and others within their group. Using a wide range of interesting movements to convey their part of the class story, performing with expression. 	<ul style="list-style-type: none"> • perform partner balances (matched and mirrored) • perform counter balance • perform Counter tension balances • evaluate and recognise their own success • create a gymnastic sequence with a partner • perform the core task “Acrobatic gymnastics” • evaluate and recognise their success • develop a sequence onto apparatus 	<ul style="list-style-type: none"> • develop the skill of running with a rugby ball in two hands. • develop the technique of passing and catching a rugby ball. • be able to score a try. • develop their understanding of when to pass and when to run with the ball. • apply the basic strategic and tactical principles of attack. • apply the basic strategic and tactical principles of attack. • choose and apply skills and tactics consistently in rugby type games. • develop their ability to evaluate their own and others work and suggest ways to improve it. • understand the basic principles of warming up by choosing appropriate activities for rugby type games. 	<ul style="list-style-type: none"> • Develop running skills in isolation. • develop throwing skills • evaluate their own success • explore ways of combining jumping actions • develop throwing skills in an athletic type activity • develop jumping actions in combination • develop running skills in isolation • develop throwing skills in an athletic type activity • Develop running, jumping and throwing skills in an athletic type activity. • compare their performances with previous ones and demonstrate • Improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Develop consistency in playing shots with racket and ball. • Develop consistency in playing forehand and backhand shots with a ball. • Develop consistency in playing forehand and backhand shots with a partner. • Understand the basic principles of attack and use in a net/wall type game. • Understand the basic principles of attack, evaluate performances, and explain how to improve. • Core Task and evaluate performance

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE AREA OF STUDY	Athletics ‘Y5/6 Athletics’	Dance ‘Bollywood’	Gymnastics ‘Y6 gym unit’	Invasion Games ‘Games Unit’	OAA ‘Y5/6 Orienteering’	Striking & Fielding ‘Y5/6 Striking & Fielding’
SKILLS	<ul style="list-style-type: none"> • develop running skills in isolation. • develop throwing skills • evaluate their own success • explore ways of combining jumping actions • develop throwing skills in an athletic type activity • develop jumping actions in combination • develop running skills in isolation • develop throwing skills in an athletic type activity • develop running, jumping and throwing skills in an athletic type activity. • compare their performances with previous ones and demonstrate • improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Create a sequence showing contrasting actions. • Confidently and creatively, create a dance sequence using a prop to enhance the conveyance of emotions and events within a story. • Plan and create dances for themselves and others within their group. Using a wide range of interesting movements. • Create and develop dances for themselves and others within their group. Using a wide range of interesting movements. 	<ul style="list-style-type: none"> • perform matched and mirrored paired balances • perform counter balance and counter tension paired balances. • perform a group counter balance • create a gymnastic sequence with counter balances and counter tension in a group. • evaluate success of group and paired balances. • perform paired and group counter balances in unison. • create a sequence of gymnastic actions, paired and group balances. • perform a part weight bearing balance. • create a sequence of gymnastic actions, paired and group balances using apparatus. • evaluate success at working as a team. 	<ul style="list-style-type: none"> • revise travelling with an object • revise sending and receiving skills using a variety of objects • revise tactics used in an invasion game • undertake a leadership/officiating role • select and apply tactics in different invasion games • evaluate tactics across invasion games for similarities • develop the skills to play a rugby type game • explore creating a rugby league type game • create an invasion game to solve a tactical problem • explore adapting an invasion games to explore positions and attacking/defending options. • choose and apply skills and tactics consistently in an invasion type competitive games. • develop the ability to evaluate their teams work and suggest ways to improve it. 	<ul style="list-style-type: none"> • know that a map is a bird’s eye view plan of the ground. • know how to keep the map “set or “orientated” when they move. • know some of the symbols on a orienteering map • know how to keep the map “set or “orientated” when they move around a simple course. • run safely with a map around a simple orienteering course. • know the 8 points of a compass. • navigate to a control marker • navigate to a control marker on a simple course • record information accurately at the control marker • navigate to a control marker on a score event course • plan effectively to visit as many control markers in the time allowed. • understand how OAA can help their fitness and health • navigate to a control marker on a score event course 	<ul style="list-style-type: none"> • bowl underarm with accuracy • catch a ball when fielding. • strike a ball with a bat. • throw a ball overarm when fielding • bowl underarm with accuracy in a game • know where to strike a ball in a game. • use tactics in a rounders type game. • evaluate what was successful in a game T