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|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Dance(This will be linked to your child’s topic wherever possible).  | Travelling in a number of different ways.  | Use body parts on their own and together to create sequences. | Choose body movement that can show mood through speed and size and combine actions to make a sequence.  | Create a part of a group dance that can be added to others to create a performance. | Adapt, repeat and remember phrases of a dance to perform to a group.  | Create and perform dances in pairs and groups.Children can make suggestions to improve their others’ work. | Create and perform dances independently.Children can make suggestions to improve their own work.  |
| Gymnastics | Log roll.Still balancing.Jumping from two to two feet landing. | Teddy bear roll.Balance on a large body part,Half turn on floor. | Egg roll.Balance on small body parts.Spin while travelling.Full turn on floor. | Rocking roll.Travel into and out of balances.Use a springboard to jump and land on two feet. Jump and turn from medium height apparatus.  | Forward roll.Headstand balance.Counter balance with a partner.Half and full spin on the ground. | Backward rollHandstand balance.Travel in a cartwheel. Travel into and out of a spin.Use small, medium and large vaults.  | Create and perform sequences of previous skills.  |
| Invasion and Net Games | Covered in KS2 | TennisFootball | RoundersQuick-sticks Hockey | Kwik CricketBasketball | HockeyRugby |
| Athletics | Running Jumping HoppingThrowing(basic activities) | Running Jumping HoppingThrowing(basic activities) | Running Jumping HoppingThrowing(basic activities) | HurdlingTwo feet to two feet jumps, one foot to two feet jumping (Combination of take offs and landings)Target throwing | Sprinting Long jumpDiscuss (foam Frisbee) | Longer distance runningTriple jumpJavelin | Revision and sequences of events.  |
| Outdoor/Adventurous Activities.  | To be studied in KS2. | Follow maps to navigate from one familiar location to another. | Use clues to follow a route. | Change a route is a problem occurs. | Plan and create a map between two locations. |

Throughout each area of P.E, the children will develop the skills in improving their general health and fitness, evaluating and improving work.

Each class’s timetable for the different areas of P.E will be decided by their class teacher but all areas will be covered throughout the year.