

## EYFS Learning Objectives

### Physical Development (only those relevant to PE)

#### **Birth–11 months**

- Turns head in response to sounds and sights.
- Gradually develops ability to hold up own head.
- Makes movements with arms and legs which gradually become more controlled.
- Rolls over from front to back, from back to front.
- When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.
- Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.
- Reaches out for, touches and begins to hold objects.
- Explores objects with mouth, often picking up an object and holding it to the mouth.

#### **8–20 months**

- Sits unsupported on the floor.
- When sitting, can lean forward to pick up small toys.
- Pulls to standing, holding on to furniture or person for support.
- Crawls, bottom shuffles or rolls continuously to move around.
- Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.
- Takes first few steps independently.
- Passes toys from one hand to the other.
- Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.

#### **16–26 months**

- Walks upstairs holding hand of adult.
- Comes downstairs backwards on knees (crawling).

#### **22–36 months**

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- Walks upstairs or downstairs holding onto a rail two feet to a step.

#### **30–50 months**

- 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.

#### **40–60+ months**

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

## ELG

- **Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.**

## Health and Self-Care (only those relevant to PE)

### 30-50 months

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.

### 40-60+ months

- 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 understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

## ELG

- **Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.**

## Long Term Plan

### F1

Term 1
<ul style="list-style-type: none"> <li>• Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe link Autumn Walk and Wiggling Wednesday</li> <li>• Encourage body tension activities such as stretching, reaching, curling, twisting and turning – link Autumn Walk and Wiggling Wednesday</li> </ul>
Term 2
<ul style="list-style-type: none"> <li>• Cosmic Yoga – link to PSED. Choose the session linked to the children’s interests e.g. dogs, frozen.</li> <li>• Debbie Doo, I like to balance.</li> <li>• Core exercises - Balancing teddy, lifting teddy with feet.</li> <li>• Kixx Games</li> <li>• Ring games – linked to PSED</li> </ul>
Term 3
<ul style="list-style-type: none"> <li>• Catching games.</li> <li>• Rolling ball to each other to catch.</li> <li>• Throwing ball on knees to partner to catch.</li> <li>• Towel/ mini parachute toss. Two teams with ball on towel toss to other team who have to catch on their towel.</li> <li>• Catching bubbles.</li> <li>• Keep it up – balloons</li> <li>• Catch the butterfly – ball is butterfly, children in circle, have to throw and catch ball to each other, and interceptor in the middle.</li> <li>• Say my name – circle catch name of who throwing too</li> <li>• Variety of physical actives linked to children’s favourites from over the year to encourage the different types of movement: Kixx Games, Debbie Doo, Cosmic Yoga</li> </ul>

### F2

Term 1
<p><b>Multi-Skills</b></p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Tag games</li> <li>• Balance</li> <li>• Ball skills</li> <li>• Throwing, catching and aiming</li> <li>• Invasion tactics</li> <li>• Agility</li> <li>• Target practise</li> </ul>
Term 2
<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Negotiating space</li> <li>• Jumping/bouncing</li> <li>• Balancing</li> <li>• Throwing and catching</li> <li>• Movement and target practice</li> <li>• Role-play and agility</li> <li>• Movement and spatial awareness</li> <li>• Hand/eye coordination</li> <li>• Mini-Olympics</li> </ul>
Term 3
<p><b>Dance/Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Spatial awareness</li> <li>• Body movements</li> <li>• Different levels</li> <li>• Travelling</li> <li>• Movement</li> <li>• Rhythms, explosive movement and personal expression</li> <li>• Speed</li> <li>• Balancing</li> </ul>

## KS1

<u>Half term 1</u>
<p><b>Multi-Skills</b></p> <ul style="list-style-type: none"> <li>• Travelling</li> <li>• Throwing</li> <li>• Passing and catching</li> <li>• Tag games</li> <li>• Ball skills</li> </ul>
<u>Half term 2</u>
<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Tension, extension and control</li> <li>• Rolling techniques</li> <li>• Jumping</li> <li>• Balancing</li> </ul>

<ul style="list-style-type: none"> <li>• Apparatus</li> <li>• Performance</li> </ul>
<b>Half term 3</b>
<b>Invasion Games</b> <ul style="list-style-type: none"> <li>• Agility, awareness, danger sensing, spatial awareness and team work</li> <li>• Dodgeball</li> <li>• Basketball</li> <li>• Netball</li> <li>• Rugby</li> <li>• Football</li> </ul>
<b>Half term 4</b>
<b>Athletics</b> <ul style="list-style-type: none"> <li>• Running, jumping, throwing</li> <li>• Track events</li> <li>• Jumping, bouncing and take offs</li> <li>• Throwing with different equipment</li> <li>• Team activities</li> <li>• Mini-Olympics</li> </ul>
<b>Half term 5</b>
<b>Dance</b> <ul style="list-style-type: none"> <li>• Street dance</li> <li>• Irish dance</li> <li>• Egyptian dance</li> <li>• Salsa</li> <li>• Cheerleading</li> <li>• Performance</li> </ul>
<b>Half term 6</b>
<b>Outdoor Activities</b> <ul style="list-style-type: none"> <li>• Exploring</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Team building</li> <li>• Trust and communication</li> </ul>

## Substantive Knowledge and Deeper Knowledge

<b>F2</b>	
<b>Physical Development</b>	
<b>Expected</b>	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
<b>Exceeding</b>	Children can hop confidently and skip in time to music.
<b>Health and Self-Care</b>	
<b>Expected</b>	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
<b>Exceeding</b>	Children know about and can make healthy choices in relation to healthy eating and exercise.

## KS1 – End of KS Expectations

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.

## Progression of Skills

Gymnastics	
LG's (from EYFS)	<ul style="list-style-type: none"> <li>• I can run safely on whole foot.</li> <li>• I can squat with steadiness to rest or play with object on the ground, and rise to feet without using hands.</li> </ul>
Nursery (from EYFS)	<ul style="list-style-type: none"> <li>• I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• I can stand momentarily on one foot when shown.</li> </ul>
Reception (from EYFS and Kixx scheme)	<ul style="list-style-type: none"> <li>• I can experiment with different ways of moving.</li> <li>• I can jump off an object and land appropriately.</li> <li>• I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• <b>I can show good control and co-ordination in large and small movements.</b></li> <li>• <b>I can move confidently in a range of ways, safely negotiating space.</b></li> <li>• <b>I can hop confidently</b></li> <li>• <b>I can skip in time to music</b></li> <li>• I can find a space in the hall</li> <li>• I can move around the hall carefully</li> <li>• I can make different shapes with my body when shown</li> <li>• I can go over and under an object/person</li> <li>• I can copy a pencil roll</li> <li>• I can move across the hall in different ways</li> <li>• I can hop and balance on one leg</li> </ul>
Y1 (from Kixx scheme)	<ul style="list-style-type: none"> <li>• I can copy simple gymnastic shapes (pike, straddle, tuck, arch, dish)</li> <li>• I can copy a roll (pencil, side, teddy, forwards into sitting)</li> <li>• I can copy a jump (pencil, star, tuck, half twist, rebound)</li> <li>• I can copy a balance (one foot, side lunge, high knee, arabesque)</li> <li>• I can walk along a bench</li> <li>• I can climb on and off balance beams</li> <li>• I can jump on and off an object</li> <li>• I can land safely with my knees relaxed</li> <li>• I can work in a group to do a gymnastics performance</li> </ul>

<p><b>Y2 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can name the gymnastic shapes I am making</li> <li>• I can name the roll I am doing</li> <li>• I can name the jump I am doing</li> <li>• I can name the balance I am doing</li> <li>• I can use my arms to balance and focus on a spot on the wall</li> <li>• I can work by myself to do a gymnastics performance</li> </ul>
<p><b>Y3 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can copy advanced gymnastic shapes (half lever, bridge, candlestick, front and side support)</li> <li>• I can copy advanced jumps (pike, straddle, monkey, full twist, travelling rebound)</li> <li>• I can copy advanced rolls (forward roll to tuck, pike and straddle, forward roll to standing, backwards roll)</li> <li>• I can copy advanced balances (high knee with travel, side lunge to T balance, 1 foot turn, arabesque on ball of foot)</li> <li>• I can begin to use combinations when working on apparatus</li> <li>• I can begin to show some personal expression and creativity in my performance</li> </ul>

<p style="text-align: center;"><b>Multi-Skills</b></p>	
<p><b>LG's (from EYFS)</b></p>	<ul style="list-style-type: none"> <li>• I can run safely on whole foot.</li> <li>• I can kick a large ball.</li> </ul>
<p><b>Nursery (from EYFS)</b></p>	<ul style="list-style-type: none"> <li>• I can run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• I can catch a large ball.</li> </ul>
<p><b>Reception (from EYFS and Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can experiment with different ways of moving.</li> <li>• I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• I can show increasing control over an object by pushing, patting, throwing, catching or kicking it.</li> <li>• <b>I can show good control and co-ordination in large and small movements.</b></li> <li>• <b>I can move confidently in a range of ways, safely negotiating space.</b></li> <li>• I can explore different PE equipment</li> <li>• I can begin to run, skip, hop and jump</li> <li>• I can speed up and slow down</li> <li>• I know the difference between jogging and running</li> <li>• I can zigzag in and out of ones</li> <li>• I can begin to roll, bowl and bounce a ball with a partner</li> <li>• I can move a ball around my body</li> <li>• I can begin to dribble a ball</li> <li>• I can begin to throw, catch and aim with a beanbag and a ball (over arm and under arm)</li> <li>• I can complete a bounce pass</li> <li>• I can dodge a ball</li> </ul>
<p><b>Y1 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can change direction when travelling</li> <li>• I can practise different types of throws with a beanbag (over arm, overhead, underarm, chest pass)</li> <li>• I can aim when throwing</li> <li>• I can catch from a simple throw</li> <li>• I can skip, hop and jump effectively</li> <li>• I can dribble a ball</li> </ul>

<p><b>Y2 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can dodge to avoid an obstacle</li> <li>• I can practise different types of throws with a ball (over arm, overhead, underarm, two and one handed chest pass)</li> <li>• I can accurately aim when throwing</li> <li>• I can catch from different types of throws</li> <li>• I can attempt a one handed catch</li> <li>• I can dribble a ball around obstacles</li> <li>• I can jump over a moving object</li> </ul>
<p><b>Y3 (from Kixx scheme – striking and fielding)</b></p>	<ul style="list-style-type: none"> <li>• I can confidently throw using an under arm throw</li> <li>• I can begin to understand the role of bowler, batter and fielder</li> <li>• I can copy how to hold a bat correctly</li> <li>• I can practise bouncing a ball up and down on a bat</li> <li>• I can begin to dribble a basketball</li> </ul>

<b>Dance</b>	
<p><b>LG's (from EYFS)</b></p>	<ul style="list-style-type: none"> <li>• I can squat with steadiness to rest or play with object on the ground, and rise to feet without using hands.</li> </ul>
<p><b>Nursery (from EYFS)</b></p>	<ul style="list-style-type: none"> <li>• I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> </ul>
<p><b>Reception (from EYFS and Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can experiment with different ways of moving.</li> <li>• <b>I can show good control and co-ordination in large and small movements.</b></li> <li>• <b>I can move confidently in a range of ways, safely negotiating space.</b></li> <li>• I can bend my knees and squat</li> <li>• I can stomp</li> <li>• I can stamp and clap to create rhythms</li> <li>• I can pose</li> <li>• I can learn a routine to an action song</li> <li>• I can role-play familiar stories</li> </ul>
<p><b>Y1 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can practise different poses</li> <li>• I can wave my arms in different ways</li> <li>• I can copy simple dance moves</li> <li>• I can begin to choreograph a routine in a group</li> <li>• I can perform a routine in a group</li> </ul>
<p><b>Y2 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can move in time with the music</li> <li>• I can wave my arms in time with the music</li> <li>• I can perform and name different dance moves</li> <li>• I can choreograph a routine in a group and by myself</li> <li>• I can perform a routine by myself</li> </ul>
<p><b>Y3 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can attempt dance styles from different eras</li> <li>• I can support my team members</li> <li>• I can be part of a good audience</li> <li>• I can begin to rate my performance</li> </ul>

<b>Athletics</b>	
<p><b>LG's (from EYFS)</b></p>	<ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Can kick a large ball.</li> </ul>

<p><b>Nursery (from EYFS)</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> </ul>
<p><b>Reception (from EYFS and Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>• <b>I can show good control and co-ordination in large and small movements.</b></li> <li>• <b>I can move confidently in a range of ways, safely negotiating space.</b></li> <li>• I can sprint</li> <li>• I can run without bumping into objects</li> <li>• I can throw a beanbag at a target</li> <li>• I can practise different types of jumps (two footed, hop, skip, bounce)</li> <li>• I can jump over a hurdle and through a hoop</li> <li>• I can balance</li> <li>• I can throw different equipment (javelin, ball, beanbag, discus)</li> <li>• I can practise different types of throwing (under arm, overarm, chest pass)</li> </ul>
<p><b>Y1 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can sprint in a lane</li> <li>• I can throw a bean bag</li> <li>• I can mark for my partner</li> <li>• I can shuttle race</li> <li>• I can do a standing long jump</li> <li>• I can walk, run, jog, bounce, skip, hop and walk with high knees</li> <li>• I can do the speed bounce</li> <li>• I can practise different types of throws with different equipment</li> <li>• I can take part in different types of races (egg and spoon, sack, relay, hurdle)</li> </ul>
<p><b>Y2 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can throw a tennis ball</li> <li>• I can do a running long jump</li> <li>• I can work out which technique is better to run most efficiently</li> <li>• I can stay in my lane</li> <li>• I can take part in competitive races</li> <li>• I can use the correct technique when jumping</li> <li>• I can do the triple jump</li> <li>• I can use the correct techniques for different types of throws with different equipment</li> </ul>
<p><b>Y3 (from Kixx scheme)</b></p>	<ul style="list-style-type: none"> <li>• I can attempt the shot put and discus throw</li> <li>• I can begin to run long distance (working up to 200m)</li> <li>• I can attempt a high jump</li> <li>• I can begin to perfect my techniques</li> <li>• I can begin to choose the best techniques for the event</li> </ul>



Invasion Games	
Y1 (from Kixx scheme)	<ul style="list-style-type: none"> <li>I can dribble a ball with my feet</li> <li>I can work in a team</li> <li>I can kick a ball at a target</li> <li>I can throw and catch different sized balls</li> <li>I can stay in my half of the gaming area</li> <li>I can dribble a ball with two hands</li> <li>I can practise a chest pass with a partner</li> <li>I can try to score a point</li> </ul>
Y2 (from Kixx scheme)	<ul style="list-style-type: none"> <li>I can aim a ball at a target</li> <li>I can throw and catch a small ball</li> <li>I can understand a follow game rules</li> <li>I can dribble a ball with one hand</li> <li>I can move whilst dribbling a ball with my hands</li> <li>I can chest pass with a partner with no bounce</li> <li>I can chest pass against a wall</li> <li>I can begin to understand how to defend and attack</li> <li>I can try to score against another team</li> </ul>
Y3 (from Kixx scheme)	<ul style="list-style-type: none"> <li>I can communicate effectively with my team to help us win the game</li> <li>I can begin to understand the rules of basketball</li> <li>I can begin to understand the rules of netball</li> <li>I can begin to understand the rules of rugby</li> <li>I can begin to understand the rules of football</li> <li>I can begin to understand the rules of hockey</li> </ul>

Outdoor Activities	
Y1 (from Kixx scheme)	<ul style="list-style-type: none"> <li>I can explore the given area</li> <li>I can communicate with a partner to help them find an object</li> <li>I can work with a partner to solve a problem</li> <li>I can happily be blindfolded and led around by a partner</li> <li>I can lead a blindfolded partner</li> </ul>
Y2 (from Kixx scheme)	<ul style="list-style-type: none"> <li>I can explore the given area with different restraints</li> <li>I can work as part of a team to communicate which item to find</li> <li>I can work as part of a team to solve a problem</li> <li>I can communicate with a blindfolded partner</li> </ul>
Y3 (from Kixx scheme)	<ul style="list-style-type: none"> <li>I can follow clues to find given objects</li> <li>I can begin to work on survival skills</li> <li>I can give clear instructions to a blindfolded partner</li> <li>I can begin to understand the need for strategy</li> </ul>

## Progression of Vocabulary/Terminology

	Gymnastics	Dance	Multi-Skills	Athletics	Outdoor Activities	Invasion Games
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# PE Curriculum Coverage

<b>EYFS</b>	Stretch Roll Balance Jump Ball Hoop Mat Movement Space Safety Climb	Skip Stretch Movement Jump Hop Bounce Turn Spin Freeze Forwards Backwards Sideways Fast Slow Beginning Middle End Balance	Run Jump Skip Freeze Fast Slow Balance Aiming Movement Hop Crawl Stop Direction Forwards Backwards Sideways Movement Throw Catch Tag Team work	Run Jump Throw Landing Push Pat Kick Balance Bounce Rules Tag		
<b>Y1</b>	Travel Sequence Performance Beam Table Control Strength Apparatus Routine Shapes (tuck, pike, straddle, star, dish, arch) Rolls (pencil, side, teddy bear, forwards) Jumps (pencil, star, tuck, half twist, rebound)	Gallop Spring Stature Direction Sequence Moods Feelings Coordination Performance Style Support Audience	Coordination Confidence Control Over-arm Under-arm Pass Target Problem solving	Speed Height Distance Hurdles Javelin Relay batons Shotput Competition Score	Balance Direction Forwards Backwards Sideways Hunt Exploring Communication Confidence Problem solving Team building Trust	Throw Catch Pass Team work Direction Forwards Backwards Sideways Rules Turning Chase Kick Attack Defend Travel Pass Receive Communication Trust Problem solving Shoot Speed Score
<b>Y2</b>	Flexibility Agility Patch balance Point balance Tension Extension Technique Relaxed Focus Lunge Arabesque Dismount Combinations	Strong Gentle Agility Flexibility Creative Formation Pattern Strength Upbeat	Agility Technique Reaction time Patience Core Strength Strategy	Accuracy Fitness Agility Coordination Track Technique Sprint	Strength Agility Coordination Perseverance Determination Risk-taking Adventurous	Tactics Offence Agility Dribbling Awareness Possession Strategy Capture Solutions Power

## Sequence of Teaching and Learning

### FS2

Session Type	Week	Key objectives	Key Teaching Points
Mu Iti-Ski	1	Introducing multi-skills and ball skills. Working on the basic	Basic movements to get the group moving to the best of their ability.

	2	fundamentals of sporting movement, coordination, moving freely, agility and building confidence with physical activity.	Speed - making sure the children know how to speed up and slow down. Introducing football skills.
	3		Working on tag games and introducing balance and basic ball skills.
	4		Using hoops to create games. Working on throwing, catching and aiming practise.
	5		Developing different body movement. Throwing and catching with different balls. Adding basic invasion tactics and tag games
	6		Working on agility and fast chasing movements. Introducing a bounce pass in pairs. Hoops will give a target to aim for.
	7		Role play to develop ball skills and coordination. Introducing relay races and team work.
	8		Developing a bowling action and introducing the game of dodgeball.
	9		Working on dodgeball/rugby, running skills, agility and target throwing practise.
	10		Role play to develop quick thinking and easy movement. Working on team work.
	11		Revisiting target practise, team relay games and developing reaction times.
	12		Team games and communication. Using skills that have been learnt during this block of lessons.

Session Type	Week	Key objectives	Key Teaching Points
Dance/Gymnastics	1	Engaging conversations, developing spatial awareness, experimenting with creativity and movement and building confidence.	Spatial awareness and familiarising with body parts.
	2		Working on reaction times and using a full range of body movements.
	3		Working on different levels and travelling in different ways.
	4		Following instructions and using imagination to create movement.
	5		Introducing rhythms, explosive movement and personal expression.
	6		Different speeds, types of travelling and how to move across the room.
	7		Working on confidence and action songs.
	8		Working on hopping and balancing. Leading with imagination and following instructions.
	9		Looking at different levels. Freestyle dance. Introducing relaxation through sound.
	10		Using full body movements to make different shapes.
	11		Using role play to introduce characters/roles. Engaging the children in conversation and working on reaction times.

	12		Confidence and showing progression from week 1. Using pop music. Clapping and encouraging others throughout.
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Session Type	Week	Key objectives	Key Teaching Points
Athletics	1	Introducing athletics activities. Encouraging children to move freely with pleasure and confidence in a range of ways, such as walking, running and skipping.	Moving body parts to create a running motion.
	2		Assist with skillful running. Negotiate space successfully, adjust speed or direction to avoid obstacles.
	3		Assist with skilful jumping including objects and ensuring appropriate landing.
	4		Assist with skillful jumping and balance. Engaging core and working towards safe and secure balancing.
	5		Basic throwing, catching and movement moving towards successfully catching a large ball.
	6		Assist in the control of an object by pushing, patting, throwing, catching and kicking. Introducing targets and aiming.
	7		Create athletic movements/sporting activities through role play.
	8		The importance of finding space and spatial awareness.
	9		Assisting with hand/eye coordination. Encourage the children to challenge each other.
	10		Using a variety of throwing equipment and encouraging children's preference for their dominant hand.
	11		Recapping all athletic skills in a station style lesson.
	12		

## KS1

Session Type	Week	Key objectives	Key Teaching Points
Multi-Skills	1	To use a variety of balls in different ways. Working on the basic fundamentals of sporting movement, coordination, moving freely, agility and building confidence with physical activity. Developing throwing, catching and ball control techniques.	Gross motor skills – running, skipping, jumping, hopping, crawling, stopping and changing direction.
	2		Work on throwing skills and techniques – overarm and underarm passing is the focus.
	3		Working on passing and catching to team mates. Hand eye coordination and reaction times.
	4		Introducing tag games to help with agility and freedom of movement.
	5		Introducing ball skills/football skills and core strength. Working as a team and problem solving.

	<b>6</b>		Using a range of skills developing in these sessions along with team strategy.
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Session Type	Week	Key objectives	Key Teaching Points
Gymnastics	1	Focussing on how to use our bodies with control in different ways.	Introduce basic gymnastic shapes to encourage children to engage their core.
	2	Developing movement, balance, strength, flexibility, agility and overall gymnastics technique. Introduce simple apparatus.	Working on rolling techniques and building up to more advanced rolls. Looking at space and safety.
	3		Focus on jumping and using the shapes learnt in previous lesson. Looking at safe landings through relaxed/bent knees.
	4		Developing balancing techniques – using arms and a spot on the wall for control.
	5		Transferring skills from previous lessons onto apparatus.
	6		Bring together all floor elements and gymnastics skills to do a performance.

Session Type	Week	Key objectives	Key Teaching Points
Invasion Games	1	Creating an overall awareness of the fundamentals of invasion games. Concentration on the 5 main invasion games played within primary schools. Dodgeball, Basketball, Netball, Rugby and football. Working on agility, team work, spacial awareness, communication and various ball skills.	Introduction to invasion games- focus is on agility, awareness, danger sensing, spatial awareness and teamwork.
	2		Introduce dodgeball. Working on throwing techniques and looking at changing direction.
	3		Introduce basketball and how to move around the court with speed, power and agility. Working on chest, overhead and bounce passes.
	4		Rules and fundamentals of netball - travelling rule, 3 second rule and understand the difference between attacking and defending.
	5		Familiarise with a rugby ball and go over throwing and receiving techniques. Speed, turning, agility and hand/eye coordination.
	6		Football - looking at how to move with the ball at their feet. Practice dribbling techniques.

Session Type	Week	Key objectives	Key Teaching Points
Athletics	1	Cover a wide range of athletic activities, developing fundamental movements such as agility, balance and coordination.	Introduce the 3 activity areas in athletics – running, jumping, throwing.
	2		Learnt the rules of track events.
	3		Work on ways to jump, bounce and take off.
	4		Practise a variety of throws with different equipment.
	5		Mixed team activities working on different skills and movements.

	<b>6</b>		Mini-Olympics, competition, scoring and rules.
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Session Type	Week	Key objectives	Key Teaching Points
<b>Dance</b>	<b>1</b>	Working on moving freely and with self-expression. Building up confidence and gaining knowledge of multi-cultural celebrations through different styles of dance. Developing agility, coordination, flexibility and balance.	Contemporary street dance.
	<b>2</b>		Irish dance – formations, patterns and whole group work.
	<b>3</b>		Egyptian dance – tackling basic moves.
	<b>4</b>		Basic salsa steps.
	<b>5</b>		Cheerleading – basic arm movements and working on cheer chants, showing strength in arm shapes and clear chants.
	<b>6</b>		Prepare for performance. The importance of supporting team members, bring a good audience member and overcoming any nerves.

Session Type	Week	Key objectives	Key Teaching Points
<b>Outdoor Activities</b>	<b>1</b>	Developing life skills through outdoor and adventurous activities.	Exploring.
	<b>2</b>		Communication.
	<b>3</b>		Problem solving.
	<b>4</b>		Team building.
	<b>5</b>		Trust and communication.
	<b>6</b>		Problem solving and applying all previous skills.