



Bugle School

Aspire Academy Trust



PE Curriculum

The PE curriculum at Bugle School is made up of 2 key components.

1. Children's development of Physical Literacy. This is the children's ability to move, play and develop the core skills required to develop and progress in different sports and team games. It is centered around 6 key cogs of learning. These are the main drivers behind every session. Every Real PE session follows the following format: Warm up, Learn Skill, Application, Cool Down and Review. During the new learning, skills have clear progressions of challenge. All children are encouraged to develop resilience to the new challenge, but also understand that they can compete against their own personal best.
2. Part two of the curriculum, is the application of the key skills. Once children have developed the fundamental movements, we need to ensure that they are exposed to a range of team and individual sports and competitions. After school clubs, inter school competitions and external matches will provide the children with the opportunity to compete.

Below outlines the progression in learning for Parts 1 and 2.



EYFS and KS1

Cog focus	Reception class	Year 1	Year 2
Personal	Weeks 1-3 – Coordination and Footwork (FUNS Station 10) Weeks 4-6 Static balance – One leg. (FUNS Station 1)	Weeks 1-3 – Coordination and Footwork (FUNS Station 10) Weeks 4-6 Static balance – One leg. (FUNS Station 1)	Weeks 1-3 – Coordination and Footwork (FUNS Station 10) Weeks 4-6 Static balance – One leg. (FUNS Station 1)
Social	Weeks 7-9 – Dynamic Balance to agility: Jumping and landing (FUNS Station 6) Weeks 10-12 – static balance Seated (FUNS Station 2)	Weeks 7-9 – Dynamic Balance to agility: Jumping and landing (FUNS Station 6) Weeks 10-12 – static balance Seated (FUNS Station 2)	Weeks 7-9 – Dynamic Balance to agility: Jumping and landing (FUNS Station 6) Weeks 10-12 – static balance Seated (FUNS Station 2)
Cognitive	Weeks 13-15 Dynamic balance on a line. (FUNS Station 5) Weeks 16-18 – Static balance – Stance (FUNS Station 4)	Weeks 13-15 Dynamic balance on a line. (FUNS Station 5) Weeks 16-18 – Static balance – Stance (FUNS Station 4)	Weeks 13-15 Dynamic balance on a line. (FUNS Station 5) Weeks 16-18 – Static balance – Stance (FUNS Station 4)
Creative	Weeks 19-21 – Coordination – Ball Skills (FUNS Station 9) Weeks 22-24 – Counter balance – with a partner (FUNS Station 7)	Weeks 19-21 – Coordination – Ball Skills (FUNS Station 9) Weeks 22-24 – Counter balance – with a partner (FUNS Station 7)	Weeks 19-21 – Coordination – Ball Skills (FUNS Station 9) Weeks 22-24 – Counter balance – with a partner (FUNS Station 7)
Applying Physical	Weeks 25-27 – coordination – sending and receiving (FUNS Station 8) Weeks 28-30 – Agility – reaction and response. (FUNS Station 12)	Weeks 25-27 – coordination – sending and receiving (FUNS Station 8) Weeks 28-30 – Agility – reaction and response. (FUNS Station 12)	Weeks 25-27 – coordination – sending and receiving (FUNS Station 8) Weeks 28-30 – Agility – reaction and response. (FUNS Station 12)
Health and Fitness	Week 31-33 – Agility – ball chasing (FUNS Station 11) Week 34-36 – Static balance – floor work. (FUNS Station 3)	Week 31-33 – Agility – ball chasing (FUNS Station 11) Week 34-36 – Static balance – floor work. (FUNS Station 3)	Week 31-33 – Agility – ball chasing (FUNS Station 11) Week 34-36 – Static balance – floor work. (FUNS Station 3)

Key Stage 2

Cog focus	Year 3	Year 4	Year 5/6
Personal	Weeks 1-6 – Skill: Coordination: Footwork (FUNS Station 10) Cool down: Static balance – One leg. (FUNS Station 1)	Weeks 1-6 – Skill: Coordination: Footwork (FUNS Station 10) Cool down: Static balance – One leg. (FUNS Station 1)	Weeks 1-6 – Coordination: ball skills (FUNS Station 9) Agility: reaction/response (FUNS Station 12)
Social	Weeks 7-12 – Skill: Dynamic Balance to agility: Jumping and landing (FUNS Station 6) Cool down – static balance Seated (FUNS Station 2)	Weeks 7-12 – Skill: Dynamic Balance to agility: Jumping and landing (FUNS Station 6) Cool down – static balance Seated (FUNS Station 2)	Weeks 7-12 – static balance: seated (FUNS Station 2) Static Floor Work (FUNS Station 3)
Cognitive	Weeks 13-18: Skill: Dynamic balance on a line. (FUNS Station 5) Cool down – Coordination ball skills (FUNS Station 9)	Weeks 13-18: Skill: Dynamic balance on a line. (FUNS Station 5) Cool down – Coordination ball skills (FUNS Station 9)	Weeks 13-18 Dynamic balance on a line. (FUNS Station 5) Counter balance with a partner (FUNS Station 7)
Creative	Weeks 19-24 – Skill: Coordination – sending and receiving (FUNS Station 8) Cool down – Counter balance with a partner (FUNS Station 7)	Weeks 19-24 – Skill: Coordination – sending and receiving (FUNS Station 8) Cool down – Counter balance with a partner (FUNS Station 7)	Weeks 19-24 – Static balance: One leg (FUNS Station 1) Dynamic Balance to Agility: jumping and landing (FUNS Station 6)
Applying Physical	Weeks 25-30 – Agility: reaction/response (FUNS Station 12) Cool down – static balance floor work (FUNS Station 3)	Weeks 25-30 – Agility: reaction/response (FUNS Station 12) Cool down – static balance floor work (FUNS Station 3)	Weeks 25-30 – static balance: stance (FUNS Station 4) Coordination: footwork (FUNS Station 10)
Health and Fitness	Week 31-36 – Skill – Agility: ball chasing (FUNS Station 11) Cool down – Static balance – stance (FUNS Station 4)	Week 31-36 – Skill – Agility: ball chasing (FUNS Station 11) Cool down – Static balance – stance (FUNS Station 4)	Week 31-33 – Agility – ball chasing (FUNS Station 11) Coordination – sending and receiving (FUNS Station 8)

FUNS Framework – Skills 1 to 4

Static Balance: 1 Leg

On both legs:

1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.
2. Perform above challenge with eyes closed.
3. Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.

Static Balance: Seated

1. Reach and pick up cones on the floor whilst on a bench, without losing balance.
2. Turn 360° in either direction, first on the floor then on a bench.
3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds.
4. Reach and pick up cones on the floor whilst on an uneven surface.

Static Balance: Floorwork

1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back.
2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed.

Static Balance: Stance

1. Throw and catch small ball, catching across body with either hand.
2. Throw and catch 2 balls alternately, catching across body with either hand.
3. Volley large ball back to a partner with either foot.

On both legs:

1. Complete 5 ankle extensions with eyes closed.
2. Complete 10 squats into ankle extensions with eyes closed.
3. Complete above 2 challenges on uneven surface with eyes open.
4. Complete first 2 challenges on uneven surface with eyes closed.

1. Reach and pick up cones from in front, to the side and from behind.
2. Reach and pick up cones from in front, to the side and from behind with eyes closed.
3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force.
4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.

1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back.
2. Rotate fluently from front support to back support, and then continue rotating with fluency.

1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body.
2. Strike small ball back to a partner with a racket.
3. Strike a small ball back to a partner from across body with a racket.

Expected - End of Upper Key Stage 2

On both legs:

1. Stand still on uneven surface for 30 seconds.
2. Stand still on uneven surface for 30 seconds with eyes closed.
3. Complete 10 squats into ankle extensions.
4. Complete 5 squats with eyes closed.

1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions).
2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).
3. Hold a V-shape with straight arms and legs for 10 seconds.

1. Transfer tennis ball on and off back in a front support.
2. Transfer cone on and off tummy in back support.
3. Transfer tennis ball on and off tummy in back support.

1. Raise alternate knees to opposite elbow 5 times.
2. Catch large ball thrown at knee height and above head.
3. Catch large ball thrown away from body.
4. Catch small ball thrown close to and away from body.

Expected - End of Lower Key Stage 2

On both legs:

1. Stand still for 30 seconds with eyes closed.
2. Complete 5 squats.
3. Complete 5 ankle extensions.

1. Pick up a cone from one side and place it on the other side with same hand.
2. Return it to the opposite side using the other hand.
3. Sit in a dish shape and hold it for 5 seconds.

1. Hold full front support position.
2. Lift 1 arm and point to the ceiling with either hand in front support.
3. Transfer cone on and off back in front support.

1. Receive a small force from various angles.
2. Raise alternate feet 5 times.
3. Raise alternate knees 5 times.
4. Catch ball at chest height and throw it back.

Expected - End of Key Stage 1

On both legs:

1. Stand still for 30 seconds.
2. Complete 5 mini-squats.

1. Pick up a cone from one side, swap hands and place it on the other side.
2. Return the cone to the opposite side.

1. Place cone on back and take it off with other hand in mini-front support.
2. Hold mini-back support position.
3. Place cone on tummy and take it off with other hand in mini-back support.

1. Stand on low beam with good stance for 10 seconds.

On both legs:

1. Stand still for 10 seconds.

1. Balance with both hands/ feet down.
2. Balance with 1 hand/ 2 feet down.
3. Balance with 2 hands/ 1 foot down.
4. Balance with 1 hand/ 1 foot down.
5. Balance with 1 hand or 1 foot down.
6. Balance with no hands or feet down.

1. Hold mini-front support position.
2. Reach round and point to ceiling with either hand in mini-front support.

1. Stand on line with good stance for 10 seconds.

FUNS Framework – Skills 5 to 8

Dynamic Balance: On a Line

1. Lunge walk backwards.
2. Lunge walk backwards with opposite elbow at 90°.
3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90°.
4. Perform above challenges with eyes closed.

Dynamic Balance: Jumping & Landing

1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides).
2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides).
3. Jump 2 feet to 2 feet with 360° turn (in both directions).

Counter Balance: In Pairs

1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position.
2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position.

Coordination: Sending & Receiving

1. Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously.
2. Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously.



1. Sidestep in both directions.
2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots.
3. Move sideways, stepping across body (lateral step-over).
4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat).
5. Complete blue challenges then above challenges with eyes closed.



1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions).
2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions).
3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides).



1. Complete all blue challenges with eyes closed.
2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together.
3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms.

1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes.
2. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds.

Expected - End of Upper Key Stage 2

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1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing.
 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).
 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle.
 4. Complete all red challenges with eyes closed.

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1. Jump 2 feet to 2 feet forwards, backwards and side-to-side.
 2. Hop forward and backwards, freezing on landing.
 3. Jump 1 foot to other forwards and backwards, freezing on landing.
 4. Hop sideways, raising knee and freezing on landing.
 5. Jump 1 foot to other sideways, raising knee and freeze on landing.

1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together.
2. Stand on 1 leg while holding on to partner's opposite foot.

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1. Alternately throw and catch 2 tennis balls against a wall.
 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).
 3. Throw 2 tennis balls against a wall in a circuit, in both directions.

Expected - End of Lower Key Stage 2

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1. March, lifting knees and elbows up to a 90° angle.
 2. Walk fluidly with heel to toe landing.
 3. Walk fluidly, lifting knees and using heel to toe landing
Walk fluidly, lifting heels to bottom and using heel to toe landing.

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1. Jump from 2 feet to 2 feet with 180° turn in either direction.
 2. Complete a tucked jump.
 3. Complete a tucked jump with 180° turn in either direction.

1. Hold on and, with a short base, lean back, hold balance and then move back together.
2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.
3. Perform above challenges with eyes closed.

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1. Strike a ball with alternate hands in a rally.
 2. Kick a ball with the same foot.
 3. Kick a ball with alternate feet
Roll 2 balls alternately using both hands, sending 1 as the other is returning.

Expected - End of Key Stage 1

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1. Walk fluidly, lifting knees to 90°.
 2. Walk fluidly, lifting heels to bottom.

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1. Jump from 2 feet to 2 feet with quarter turn in both directions.
 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).

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1. Hold on and, with a long base, lean back, hold balance and then move back together.
 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.

1. Throw tennis ball, catch rebound with same hand after 1 bounce.
2. Throw tennis ball, catch rebound with same hand without a bounce.
3. Throw tennis ball, catch rebound with other hand after 1 bounce.
4. Throw tennis ball, catch rebound with other hand without a bounce.
5. Strike large, soft ball along ground with hand 5 times in a rally.

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1. Walk forwards with fluidity and minimum wobble.
 2. Walk backwards with fluidity and minimum wobble.

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1. Jump from 2 feet to 2 feet forwards, backwards and side-to-side.

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1. Sit holding hands with toes touching, lean in together then apart.
 2. Sit holding 1 hand with toes touching, lean in together then apart.
 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.

1. Roll large ball and collect the rebound.
2. Roll small ball and collect the rebound.
3. Throw large ball and catch the rebound with 2 hands.

FUNS Framework – Skills 9 to 12

Coordination: Ball Skills

In 20 seconds or less:

1. Complete 12 long circle (forwards and then backwards).
2. Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions).

Coordination: Footwork

1. Move backwards in 3-step zigzag pattern with foot behind.
2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind.

Agility: Ball Chasing

1. Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce.
2. Perform above challenge but catch ball on instep of foot and lower it to the ground.

Agility: Reaction & Response

From 1, 2 and 3 metres:

1. React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg.
2. Perform above challenge but react to sound of bounce rather than call.
3. Perform above challenges, but also step across body and bring hand across body to catch ball with one hand.

In 20 seconds or less:

1. Stand with legs apart and complete 20 front to back catches with a bounce in between.
2. Perform above 30 times without ball bouncing in between.
3. Complete above tasks with head up throughout.
4. Complete 11 overhead throw and catches.

1. Move in 3-step zigzag pattern while alternating knee raise and foot behind.
2. Move backwards in 3 step zigzag pattern with cross-over (swerve).
3. Move backwards in 3-step zigzag pattern with knee raise across body.

1. Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce.
2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce.

From 1, 2 and 3 metres:

1. React to call from partner when they drop a ball, turn and catch it after 1 bounce.
2. Perform above challenge but react to sound of the bounce rather than call.

Expected - End of Upper Key Stage 2

In 20 seconds or less:

1. Stand with legs apart and move ball in figure of 8 around both legs 12 times.
2. Move ball around waist into figure of 8 around both legs 10 times.
3. Move ball around waist and then around alternate legs 12 times.
4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.

1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.
2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.
3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.

1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.
2. Perform above challenge with tennis ball.
3. Roll and chase large ball, stopping it with head in front support position facing opposite direction.

From 1, 2 and 3 metres:

1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.

Expected - End of Lower Key Stage 2

In 20 seconds or less:

1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).
2. Move a ball round waist 17 times.
3. Stand with legs apart and move a ball around alternate legs 16 times.

1. Hopscotch forwards and backwards, alternating hopping leg each time.
2. Move in a 3-step zigzag pattern forwards.
3. Move in a 3-step zigzag pattern backwards.

1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
3. Complete above challenges with tennis ball.

From 1, 2 and 3 metres:

1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.

Expected - End of Key Stage 1

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1. Sit and roll a ball up and down legs and round upper body using 1 hand.
 2. Stand and roll a ball up and down legs and round upper body using 1 hand.

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1. Combine side-steps with 180° front pivots off either foot.
 2. Combine side-steps with 180° reverse pivots off either foot.
 3. Skip with knee and opposite elbow at 90° angle.
 4. Hopscotch forwards and backwards, hopping on the same leg (right and left).

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1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.
 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.

From 1, 2 and 3 metres:

1. React and catch tennis ball dropped from shoulder height after 1 bounce.

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1. Sit and roll a ball along the floor around body using 2 hands.
 2. Sit and roll a ball along the floor around body using 1 hand (right and left).
 3. Sit and roll a ball down legs and around upper body using 2 hands.
 4. Stand and roll a ball up and down legs and round upper body using 2 hands.

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1. Side-step in both directions.
 2. Gallop, leading with either foot.
 3. Hop on either foot.
 4. Skip.

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1. Roll a ball, chase and collect it in balanced position facing opposite direction.
 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.

From 1, 2 and 3 metres:

1. React and catch large ball dropped from shoulder height after 2 bounces.
2. React and catch large ball dropped from shoulder height after 1 bounce.



PE Overview

	Autumn Term		Spring Term		Summer Term	
	Sport Focus		Sport Focus		Sport Focus	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Multiskills 	Throwing and catching 	Dance 	Gymnastics 	Football 	Athletics 
Year 2	Multiskills 	Throwing and catching 	Dance 	Gymnastics 	Football 	Athletics 
Year 3	Swimming 	Swimming 	Dance 	Hockey 	Tennis 	Athletics 
Year 4	Swimming 	Swimming 	Netball 	Gymnastics 	Rounders 	Athletics 
Year 5	Hockey 	Basketball 	Dance 	Gymnastics 	Cricket 	Athletics 
Year 6	Tag Rugby 	Handball 	Gymnastics 	Dance 	Cricket 	Athletics 

Year 1

	Autumn Term	
	Autumn 1	Autumn 2
Overview	Multiskills 	Throwing and catching 
Suggested Content	Developing Skills Move fluently, changing speed and direction easily and avoiding collisions Develop control and accuracy when rolling a ball Develop control and accuracy when throwing underarm Develop control and accuracy when striking a ball Understand the concept of tracking, getting in line with a ball to receive it	Developing Skills Move fluently, changing speed and direction easily and avoiding collisions Develop control and accuracy when rolling a ball Develop control and accuracy when throwing underarm Develop control and accuracy when striking a ball Develop control and accuracy when kicking a ball Understand the concept of tracking, getting in line with a ball to receive it
	Applying and Linking Skills Choose and use skills effectively for practical games	Applying and Linking Skills Choose and use skills effectively for practical games
	Evaluating Success Copy, watch and describe what others are doing Copy what is seen and state why it is of quality	Evaluating Success Copy, watch and describe what others are doing Copy what is seen and state why it is of quality
Required Resources	Footballs size 3 or 4 (x15) Bibbs Cones Small goals x4 Tennis rackets Tennis Balls	Footballs size 3 or 4 (x15) Bibbs Cones Small goals x4 Tennis rackets Tennis Balls
Location	KS1 Playground	KS1 Playground

Year 1

	Spring Term			
	Spring 1		Spring 1	
Overview	Dance 		Gymnastics 	
Suggested Content	Developing Skills	Copy and explore basic body actions (e.g. travel, jump, turn, gesture)	Sequencing	Perform a gymnastic sequence with a balance, a travelling action, a jump and a roll
		Respond to a range of stimuli with different actions		
	Use different parts of the body to respond to stimuli			
	Copy movement and movement patterns	Balance	Explore the 5 basic shapes: straight/tucked/star/straddle/pike	
	Travel in different directions and at different levels		Develop arch and dish shapes that see arms and legs extended off the floor	
	Applying and Linking Skills	Compose and link movement phrases to make simple dances with a clear beginning, middle and end	Develop tension in the core and tension and extension in the arms, legs, hands and feet	
Pike, tuck, arch and dish shapes				
Perform movement phrases using a range of body actions and body parts	Taking weight on hands and feet			
Evaluating Success	Watch and talk about different dances	Travel	Monkey walk	
			Caterpillar walk	
Explain how dances make us feel		Bunny hop		
Describe qualities of movement	Jump	Explore shapes in the air when jumping		
		Roll	Pencil roll	
			Egg roll	
		Dish Roll		
Required Resources	Sound system Related music		Benches x5 Mats x15 Hoops x15	
Location	Dining Hall		Top Hall	

Year 1

	Summer Term	
	Summer 1	Summer 2
Overview	Football 	Athletics 
Suggested Content	<i>Dribble the ball in different directions</i> <i>Stop the ball using a stated part of the body</i> <i>Maintain control over the ball when dribbling</i> <i>Pass the ball accurately to a partner Control a pass when sent by a partner Strike the ball towards a target</i> <i>Block or catch a shot towards goal</i> <i>Tackle an opponent when they are dribbling</i>	<i>Running</i> <i>Run a flat sprint</i> <i>Run a spring using hurdles</i>
		<i>Jumping</i> <i>Jump from a stationary position</i> <i>Jump upwards</i>
		<i>Throwing</i> <i>Throw bean bags to a set target</i>
Required Resources	Footballs size 3 or 4 (x15) Bibbs Cones Small goals x4	Bean bags x15 Hoops Hurdles Javelins x25
Location	KS1 Playground	KS1 Playground

Year 2

	Autumn Term			
	Autumn 1		Autumn 1	
Overview	Multiskills 		Throwing and catching 	
Suggested Content	Developing Skills	<i>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control</i> <i>Develop an awareness of others in running, chasing and avoiding games</i> <i>Make simple decisions about when and where to run</i> <i>Practise accuracy in throwing and hitting skills</i>	Developing Skills	<i>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control</i> <i>Develop an awareness of others in running, chasing and avoiding games</i> <i>Make simple decisions about when and where to run</i> <i>Practise accuracy in throwing and hitting skills</i>
	Applying and Linking Skills	<i>Choose and use skills effectively for practical games</i>	Applying and Linking Skills	<i>Choose and use skills effectively for practical games</i>
	Evaluating Success	<i>Copy, watch and describe what others are doing</i> <i>Copy what is seen and state why it is of quality</i>	Evaluating Success	<i>Copy, watch and describe what others are doing</i> <i>Copy what is seen and state why it is of quality</i>
Required Resources	Footballs size 3 or 4 (x15) Bibbs Cones Small goals x4 Tennis rackets Tennis Balls		Bean bags x15 Hoops Hurdles Javelins x25	
Location	KS1 Playground		KS1 Playground	

Year 2

	Spring Term			
	Spring 1		Spring 1	
Overview	Dance 		Gymnastics 	
Suggested Content	Developing Skills	Repeat a range of actions with co-ordination and control Link a range of actions with coordination and control Explore actions in response to stimuli Development movement of the body to express emotions	Sequencing	Devise a short sequence with a clear beginning, middle and an end including a balance, a travelling action, a jump and a roll Adapt a sequence to include apparatus Teach a self-created sequence to a partner and perform together
			Balance	Explore the 5 basic shapes: straight/tucked/star/straddle/pike Develop arch and dish shapes that see arms and legs extended off the floor Develop tension in the core and tension and extension in the arms, legs, hands and feet Pike, tuck, arch and dish shapes
	Applying and Linking Skills	Choose and link actions that express a mood, idea or feeling with rhythmic and dynamic qualities Remember and repeat a short dance phrase Perform dance phrases and short dances using rhythmic and dynamic qualities that express moods, ideas and feelings Show greater control, coordination and spatial awareness	Travel	Taking weight on hands and feet Monkey walk, Caterpillar walk, Bunny hop Move smoothly from a position of stillness to a travelling movement and from one position of stillness to another
			Jump	Explore shapes in the air when jumping
	Evaluating Success	Talk about how a dance could be improved Describe and evaluate some of the compositional features. of dances performed with a partner and in a group. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others' work.	Roll	Pencil roll Egg roll Dish Roll Beginnings of forward roll
Required Resources	Sound system Related music		Benches x5 Mats x15 Increasing height of gymnastics equipment	
Location	Dining Hall		Top Hall	

Year 2

	Summer Term	
	Summer 1	Summer 1
Overview	Football 	Athletics 
Suggested Content	<i>Dribble the ball in different directions</i> <i>Stop the ball using a stated part of the body</i> <i>Maintain control over the ball when dribbling</i> <i>Pass the ball accurately to a partner</i> <i>Control a pass when sent by a partner</i> <i>Pass the ball with either foot to a partner</i> <i>Strike the ball off the ground towards a target</i> <i>Block or catch a shot towards goal</i> <i>Tackle an opponent when they are dribbling</i>	<i>Run a flat sprint</i> <i>Run a spring using hurdles</i>
		<i>Develop use of arms and body shape to increase distance and height of jumps</i>
		<i>Maximise the distance a tennis ball can be thrown</i> <i>Throw bean bags at a set target</i>
Required Resources	Footballs size 3 or 4 (x15) Bibbs Cones Small goals x4	Bean bags x15 Hoops Hurdles Measuring tape Tennis Balls
Location	KS1 Playground	KS1 Playground

Year 3

	Autumn Term	
	Autumn 1	Autumn 1
Overview	Swimming 	Swimming 
Suggested Content	<i>Content taught by swimming coach at Polkyth Sports Centre</i> <i>Develop basic pool safety skills and confidence in water</i> <i>Develop travel in vertical and horizontal position and introduce floats</i> <i>Develop push and glides, any kick action on front and back with or without support aids</i> <i>Develop entry and exit, travel further, float and submerge</i> <i>Develop balance, link activities and travel further on whole stroke.</i> <i>Show breath control</i> <i>Tread water</i> <i>To choose, use and vary strokes and skills, according to the task and the challenge</i>	<i>Content taught by swimming coach at Polkyth Sports Centre</i> <i>Develop basic pool safety skills and confidence in water</i> <i>Develop travel in vertical and horizontal position and introduce floats</i> <i>Develop push and glides, any kick action on front and back with or without support aids</i> <i>Develop entry and exit, travel further, float and submerge</i> <i>Develop balance, link activities and travel further on whole stroke.</i> <i>Show breath control</i> <i>Tread water</i> <i>To choose, use and vary strokes and skills, according to the task and the challenge</i>
Required	Polkyth Pool	Polkyth Pool

Year 3

	Spring Term	
	Spring 1	Spring 1
Overview	Dance (Suggested: Bollywood) 	Hockey 
Suggested Content	Developing Skills	Create dance phrases to communicate an idea Develop movement using actions, space, relationships and dynamics Understand choreographic devices such as motif, a repetition Develop a sense of musicality in movements Introduce mirroring, unison, canon, complementary and contrasting moves
	Applying and Linking Skills	Connect different ideas to structure a dance phrase Link phrases to music Showcase a clear beginning, middle and end
	Evaluating Success	Describe and evaluate compositional features of dances performed with a partner and in a group Talk about how to improve a dance
Required Resources	Sound system Related music	30 hockey sticks 30 hockey balls Cones Bibs Pop-up goals
Location	Top Hall	Ball Court

Year 3

	Summer Term	
	Summer 1	Summer 2
Overview	Tennis 	Athletics 
Suggested Content	Strike the ball into a set area Strike a fast moving ball into a set area Hit the ball on the volley into a set area Strike a bouncing ball into a set area Strike a ball moving towards you into a set area Develop striking the ball on the backhand Serve underarm to an opponent Serve overarm to an opponent Develop team skills when playing in doubles against an opponent	Running Develop a running stride when running a flat sprint Run a spring using hurdles Begin to run lengthier distances
		Jumping Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping
		Throwing Throw a javelin from a standing position Maximise the distance a tennis ball can be thrown Throw bean bags at a set target
Required Resources	Bucket of tennis balls Tennis rackets x30 Tennis nets x5	Bean bags x15 Hoops Hurdles Measuring tape Tennis Balls Foam Javelins
Location	KS2 Playground	KS2 Playground

Year 4

	Autumn Term	
	Autumn 1	Autumn 1
Overview	Swimming 	Swimming 
Suggested Content	<i>Content taught by swimming coach at Polkyth Sports Centre</i> <i>Develop basic pool safety skills and confidence in water</i> <i>Develop travel in vertical and horizontal position and introduce floats</i> <i>Develop push and glides, any kick action on front and back with or without support aids</i> <i>Develop entry and exit, travel further, float and submerge</i> <i>Develop balance, link activities and travel further on whole stroke.</i> <i>Show breath control</i> <i>Tread water</i> <i>To choose, use and vary strokes and skills, according to the task and the challenge</i>	<i>Content taught by swimming coach at Polkyth Sports Centre</i> <i>Develop basic pool safety skills and confidence in water</i> <i>Develop travel in vertical and horizontal position and introduce floats</i> <i>Develop push and glides, any kick action on front and back with or without support aids</i> <i>Develop entry and exit, travel further, float and submerge</i> <i>Develop balance, link activities and travel further on whole stroke.</i> <i>Show breath control</i> <i>Tread water</i> <i>To choose, use and vary strokes and skills, according to the task and the challenge</i>
Required	Polkyth Pool	Polkyth Pool

Year 4

	Spring Term	
	Spring 1	Spring 1
Overview	Netball 	Gymnastics 
Suggested Content	Pass to teammates using a chest pass Pass to teammates using a bounce pass Pass to teammates using a shoulder pass Send and receive the ball to and from a teammate on the move whilst under pressure from opponents Develop the skill of shooting into a hoop Shoot into a hoop whilst under pressure from an opponent Create space on the pitch to receive a pass from a teammate Pivot to change facing direction when holding the ball Defending; picking an opponent, based on position and sticking with them	Sequencing Link 3 different balances with 3 different ways of travelling showing clear changes of speed. Create a sequence containing four elements travelling in an "L" shaped pathway
		Balance Explore balancing on combinations of 1/2/3/4 "points" Balance on floor and apparatus exploring which body parts are the safest to use. Explore balancing with a partner: facing, beside, behind and on different levels. Move in and out of balance fluently. <u>Bunny hop</u>
		Travel Use a variety of rolling actions to travel on the floor and along apparatus. Travel with a partner; move away from and together on the floor and on apparatus. Travel at different speeds Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.
		Jump Demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs. Stag Jump (on floor into apparatus) Quarter or half term jumps (on floor into apparatus)
		Roll Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll. Backward rolls
Required Resources	15 netballs 4 netball hoops Bibs Cones	Benches x5 Mats x15 Increasing height of gymnastics equipment
Location	Ball Court	Top Hall

Year 4

	Summer Term	
	Summer 1	Summer 2
Overview	Rounders 	Athletics 
Suggested Content	Throw the ball overarm to a designated base Consistently catch the ball at various heights and speeds Gather a bouncing ball Move and gather a ball travelling low to the ground Bowl underarm to a set height to a batter Bowl at pace underarm to a batter Run at pace between bases Strike the ball Strike the ball in a chosen direction away from a set field	Running Improve reaction times when running a flat sprint Run a spring using hurdles Run a relay Develop pacing when distance running
		Jumping Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Develop a run up when jumping for distance
		Throwing Throw a shot put from a static position Throw a javelin from a standing position Maximise the distance a tennis ball can be thrown Throw bean bags at a set target
Required Resources	Rounders bats x10 Tennis balls Cones Bibbs	Bean bags x15 Hoops Hurdles Measuring tape Tennis Balls Foam Javelins Shot Puts
Location	KS2 Playground	KS2 Playground

Year 5

	Autumn Term	
	Autumn 1	Autumn 2
Overview	Hockey 	Basketball 
Suggested Content	<i>Understanding the parts of the stick</i> <i>Developing the hockey stance</i> <i>Dribble the ball using the open side of the stick with control and accuracy whilst under pressure from opponents</i> <i>Dribble the ball using the open and reverse side of the stick with control and accuracy whilst under pressure from opponents</i> <i>Send and receive the ball using a push pass with control and accuracy whilst under pressure from opponents</i> <i>Send and receive the ball using a sweep pass with control and accuracy whilst under pressure from opponents</i> <i>Strike the ball accurately into a target area using the push shot with control and accuracy whilst under pressure from opponents</i> <i>Strike the ball accurately into a target area using the slap shot with control and accuracy whilst under pressure from opponents</i>	<i>Drivbble in various directions with accuracy and control</i> <i>Dribble in various directions whilst under pressure from opponents</i> <i>Pass to teammates using a chest pass</i> <i>Pass to teammates using a bounce pass</i> <i>Send and receive the ball to and from a teammate on the move whilst under pressure from opponents</i> <i>Develop the skill of shooting into a net</i> <i>Shoot into a net whilst under pressure from an opponent</i> <i>Create space on the pitch to receive a pass from a teammate</i> <i>Pivot to change facing direction when holding the ball</i> <i>Use the correct stance to defend against an opponent</i>
Required Resources	<i>30 hockey sticks</i> <i>30 hockey balls</i> <i>Cones</i> <i>Bibs</i> <i>Pop-up goals</i>	<i>15 basketballs</i> <i>Bibs</i> <i>Cones</i> <i>Basketball hoops</i>
Location	<i>Ball Court</i>	<i>Ball Court</i>

Year 5

Spring Term					
Spring 1			Spring 1		
Overview	Dance (Suggested: Contemporary) 		Gymnastics 		
Suggested Content	Developing Skills	explore, improvise and choose appropriate material to create new motifs in a chosen dance style Perform specific skills and movement patterns for different dance styles with accuracy Develop mirroring, unison, canon, complementary and contrasting moves	Sequencing	Create a sequence of up to eight elements including asymmetrical shapes, balances and symmetrical rolling and jumping activities. Ensure the sequence includes changes of direction and level and show mirroring and matching shapes and balances. Perform balances with control, showing good body tension.	
				Mirror and match partner's balance Explore symmetrical and asymmetrical balances on own and with a partner. Explore and develop control in taking some of a partner's weight using counter balance (pushing against) and counter tension (pulling away from). Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. Perform group balances at the beginning, middle or end of a sequence. Travel sideways in a bunny hop action	
	Applying and Linking Skills	Compose dances by using, adapting and developing steps, formations and patterning from different dance styles Perform dances expressively, using a range of performance skills	Travel	Increase the variety of pathways, levels and speeds at which you travel. Travel in time with a partner, move away from and back to a partner. Make symmetrical and asymmetrical shapes in the air.	
				Jump along and off apparatus of varying height with control in the air and on landing.	
	Evaluating Success	Talk about how they might improve their dances. Describe and evaluate some of the compositional features of dances performed with a partner and in a group. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others' work.	Roll	Explore different starting and finishing positions when rolling Complete a forward roll from a straddle position on feet and end in a straddle position on floor or feet Explore symmetry and asymmetry throughout the rolling actions	
Required Resources	Sound system Related music		Benches x5 Mats x15 Increasing height of gymnastics equipment Horse		
Location	Dining Hall		Top Hall		

Year 5

	Summer Term			
	Summer 1		Summer 2	
Overview	Cricket 		Athletics 	
Suggested Content	Batting	Consistently strike a ball towards a target area Place shots away from fielders Use defensive shots to defend the stumps	Running	Develop strategies for running on a bend Develop the ability to lean towards the line Run a spring using hurdles Run a relay using a baton Develop strategies for a 1km race
	Fielding	Consistently catch the ball at various heights and speeds Gather a bouncing ball Move and gather a ball travelling low to the ground Throw the ball accurately to a wicket keeper Throw the ball accurately directly at the stumps	Jumping	Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Develop a stride pattern and foot placement when jumping for distance
	Bowling	Bowl the ball in a straight line at speed When bowling consider where the ball will bounce for the batter	Throwing	Throw a discuss from a standing position Throw a shot put using rotation to develop distance Throw a javelin using a run up Maximise the distance a tennis ball can be thrown
Required Resources	Quick- cricket set x4 Cones Bibbs Plastic balls x10		Bean bags x15 Hoops Hurdles Measuring tape Tennis Balls Foam Javelins Shot Puts Batons Discuss Stopwatches	
Location	KS2 Playground		KS2 Playground	

Year 6

	Autumn Term	
	Autumn 1	Autumn 2
Overview	Tag Rugby 	Handball 
Suggested Content	<i>Demonstrate good ball handling skills when moving with the ball</i> <i>Pass and receive the ball (pop pass) Pass and receive the ball (standard pass)</i> <i>Pass and receive the ball on the move while under pressure from opponents</i> <i>Complete multiple passes as a team to move forward up the pitch</i> <i>Evade opponents and retain the tag</i> <i>use the correct stance for tackling opponents and ripping off tags</i> <i>Running into space, whilst remaining onside</i>	<i>Develop a range of passing techniques becoming familiar with the ball</i> <i>Catch the ball using the "W" shape</i> <i>Pass within a team moving towards a target</i> <i>Pass consistently and accurately whilst under pressure from an opponent</i> <i>Utilise the overhead and popping passes</i> <i>Develop shooting skills including wrist flick and feint shots</i> <i>Develop movement taking a maximum of three steps</i> <i>Develop strategies for intercepting a pass</i> <i>Develop strategies for goal keeping against a handball shot</i>
Required Resources	<i>Tags</i> <i>Rugby balls x15</i> <i>Bibbs</i> <i>Cones</i> <i>Bounce nets (x3)</i>	<i>Handballs x 15</i> <i>Bibs</i> <i>Cones</i> <i>Small Goals</i>
Location	<i>Ball Court</i>	<i>Ball Court</i>

Year 6

	Spring Term			
	Spring 1		Spring 1	
Overview	Gymnastics 		Dance (Suggested: Hip hop/break dance) 	
Suggested Content	Sequencing	Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.	Developing Skills	Develop movements associated with the set genre of music performing them accurately with a sense of rhythm Combined movement ideas fluently and effectively Introduce mirroring, unison, canon, complementary and contrasting moves
	Balance	Perform balances with control, showing good body tension. Mirror and match partner's balance Explore symmetrical and asymmetrical balances on own and with a partner. Explore and develop control in taking all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from). Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. Perform group balances at the beginning, middle or end of a sequence.		Applying and Linking Skills
		Travel	Begin to take more weight on hands when progressing bunny hop into hand stand Travel sideways in a bunny hop and develop into cartwheeling action. Increase the variety of pathways, levels and speeds at which you travel. Travel in time with a partner, move away from and back to a partner.	
	Jump	Make symmetrical and asymmetrical shapes in the air. Jump along, over and off apparatus of varying height.		
	Roll	Explore different starting and finishing positions when rolling Begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions.		
	Required Resources	Benches x5 Mats x15 Increasing height of gymnastics equipment Horse Vault Crashmat		Sound system Related music Mats for developing some floor routines
Location	Top Hall		Dining Hall	

Year 6

	Summer Term			
	Summer 1		Summer 2	
Overview	Cricket 		Athletics 	
Suggested Content	Batting	<i>Consistently strike a ball towards a target area</i> <i>Showcase a variety of shot types to score runs</i> <i>Place shots away from fielders</i> <i>Use defensive shots to defend the stumps</i> <i>Gain height in shots when batting</i>	Running	<i>Develop an understanding of the block-sprint start</i> <i>Run a spring using hurdles</i> <i>Improve times for running over 1km</i> <i>Run a relay passing the baton whilst moving</i>
	Fielding	<i>Consistently catch the ball at various heights and speeds</i> <i>Gather a bouncing ball</i> <i>Move and gather a ball travelling low to the ground</i> <i>Throw the ball accurately to a wicket keeper</i> <i>Throw the ball accurately directly at the stumps</i>	Jumping	<i>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</i> <i>Develop a stride pattern and foot placement when jumping for distance</i>
	Bowling	<i>Bowl the ball in a straight line at speed</i> <i>When bowling consider where the ball will bounce for the batter</i>	Throwing	<i>Throw a hammer</i> <i>Throw a discus using rotation to develop distance</i> <i>Throw a shot put using rotation to develop distance</i> <i>Throw a javelin using a run up</i> <i>Maximise the distance a tennis ball can be thrown</i>
Required Resources	<i>Quick-cricket set x4</i> <i>Cones</i> <i>Bibbs</i> <i>Plastic balls x10</i>		<i>Bean bags x15</i> <i>Hoops Hurdles</i> <i>Measuring tape</i> <i>Tennis Balls</i> <i>Foam Javelins</i> <i>Shot Puts</i> <i>Batons</i> <i>Hammer</i> <i>Stopwatches</i>	
Location	KS2 Playground		KS2 Playground	

Year 5/6

	Summer Term	
	Summer 1	Summer 2
Overview	Swimming 	Swimming 
Suggested Content	<i>Content taught by swimming coach at Polkyth Sports Centre</i> <i>Develop basic pool safety skills and confidence in water</i> <i>Swim confidently and competently, confidently and proficiently over a distance of at least 25.</i> <i>To use a range of strokes efficiently to include: front crawl, back stroke and breast stroke</i> <i>Perform safe self-rescue in different water based situations.</i> <i>Show breath control</i> <i>Tread water</i> <i>To choose, use and vary strokes and skills, according to the task and the challenge</i>	<i>Content taught by swimming coach at Polkyth Sports Centre</i> <i>Develop basic pool safety skills and confidence in water</i> <i>Swim confidently and competently, confidently and proficiently over a distance of at least 25.</i> <i>To use a range of strokes efficiently to include: front crawl, back stroke and breast stroke</i> <i>Perform safe self-rescue in different water based situations.</i> <i>Show breath control</i> <i>Tread water</i> <i>To choose, use and vary strokes and skills, according to the task and the challenge</i>
Required	Polkyth Pool	Polkyth Pool