Physical Education (Indoor PE) Curriculum

2025-26

Greswold Primary School

Subject Intent

We aim for every child to develop a love for and to succeed in sport. Through our supplementary use of the Real P.E scheme, we provide opportunities for pupils to become physically literate through embedding the fundamental movement skills in a way which nurtures children to become resilient and push for their personal best. We provide our children with opportunities to compete in sports to build character and help to embed core values such as fairness, respect and team work. We strive to ensure that every child exceeds their potential and leaves Greswold with the physical knowledge they need to pursue sporting challenges and lead healthy active lifestyles during their years at Secondary and beyond.

We work hard to ensure children understand exercise as part of a healthy lifestyle and use initiatives such as The Daily Mile or Dash to promote this. As well as having expert sports' coaches delivering lessons, we offer a range of extra-curricular sports clubs throughout the day lead by the same experts to increase children's enjoyment. Our curriculum is also purposeful and is designed to provide context for participation in annual inter-school competitions, especially in KS2.

Physical Education and Development in the Early Years

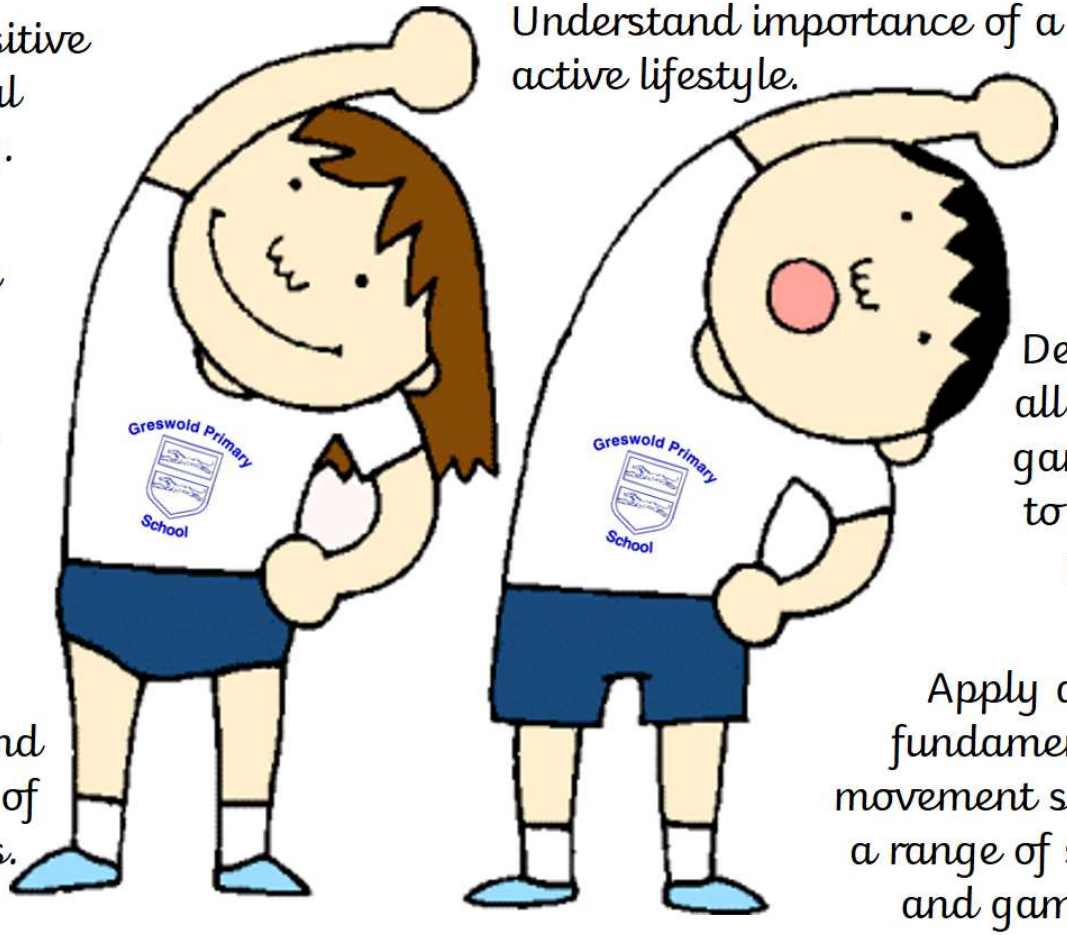
Children in Reception have a weekly session of PE where they participate in a range of indoor and outdoor activities. They learn how to move in different ways, balance, work in partners and as a team. Pupils have open access to the outside area daily and can develop gross motor skills through their chosen activities using the bikes / scooters, climbing up steps to the slide, running and jumping in a large space, stepping over tyres and balancing on logs. They have opportunities to dig and rake, lift heavy pans and pots, pour, stir and mix. Small groups of children develop core skills through following the BEAM programme. Fine motor skills are advanced through the use of Dough Disco and Squiggle While You Wiggle. The environment is resourced with activities to develop these skills further, for example threading, tweezers, pegs and a range of mark making tools. Children are taught how to use both large and small equipment in a safe and controlled manner, such as scissors and large construction toys. Children are encouraged and supported in independently selecting and dressing in appropriate attire for a given activity, for example wellies, salopettes, coats, painting aprons and PE kit. Children have access to toilets and washing facilities where they are encouraged to be independent in managing their own hygiene. We talk about keeping healthy through foods, sleep and exercise so in Reception the children choose their lunch option independently.

The Greswold Physically Active Child

Have a positive physical literacy.

Understand importance of a healthy active lifestyle.

Showing a love and interest towards a particular sport or activity.



Demonstrate all the school games values to peers and referees.

Enjoyment and appreciation of the outdoors.

Apply all fundamental movement skills to a range of sports and games.

The Greswold...

Physically Active Child...

Subject Long Term Plan

Year	A1	A2	Sp1	Sp2	Su1	Su2
Rec	Real P.E Unit 1	Real P.E Unit 2	Real P.E Unit 3	Real P.E Unit 4	Real P.E Unit 5	Real P.E Unit 6
1	Real P.E Unit 2	Real P.E Unit 6	Real P.E Unit 5	Real Gym Unit 1		Real Dance Unit 1
2	Real Dance Unit 1	Real P.E Unit 1	Real gym Unit 2	Real P.E Unit 3		Real P.E Unit 4
3	Indoor Athletics	Real P.E Unit 3	Real gym Unit 1	Real Dance Unit 1		Real P.E Unit 5
4	Real P.E Unit 2	Real P.E Unit 4	Real gym Unit 2	Real Dance Unit 1		Real P.E Unit 6
	Swimming	Swimming	Swimming	Swimming		
5	Real P.E Unit 3	Sports hall athletics	Real Gym Unit 1	Real Dance Unit 1		Real PE Unit 5
6	Real P.E Unit 2	Real P.E Unit 4	Indoor athletics	Real gym Unit 1		Real Dance (show) Unit 1
				Real P.E Unit 6		

Subject Outcomes

	Year 1	Year 2
Autumn 1	**Dynamic Balance to Agility Jumping and Landing** Developing my jumping and landing skills and knowledge so... **What** / **How** I can achieve good take off and height. — Keep my feet a shoulder width apart. I can land with balance and control. — Keep my head up as I land. I can land softy and quietly. — Bend my knees on take-off and on landing. **Static Balance Seated** Developing my seated balance skills and knowledge so... **What** / **How** I can balance with hands/feet up for 10 seconds. — Keep my head up and still. I can balance with minimum wobble (control). — Keep my tummy tight. I can maintain balance without strain. — Keep my back straight.	**Shapes Solo** Developing my solo shapes skills and knowledge so... **What** / **How** I can perform with balance and control when holding a shape and when moving between shapes / landing. — Keep my tummy tight and extend my arms to help find strong, still positions in my shapes. I can perform a range balance positions on the floor and with different leg positions creating challenge to core strength. — Use as many different ways of moving as possible, including different ways of travelling, floor movements, jumping and turning. I can perform a variety of smooth, fluent movements when moving between shapes. — Don't rush and find the simplest way to go from turning to jumping before moving to the floor. When jumping, land through the balls of my feet and bend my knees to absorb impact. **Partnering Shapes** Developing my partnered shapes skills and knowledge so... **What** / **How** I can perform a range of partner standing and floor shapes. — Make our shapes together in different ways – with one hand touching and also being as close as possible to each other without making contact. I can perform with balance and control both when holding shapes and when moving between shapes. — Position our bodies so they cover as much space as possible and use our arms to help with balance. I can perform a variety of smooth, fluent movements when moving between shapes. — Communicate with my partner and be inventive with how we move together.

Autumn 2	**Agility Ball Chasing** Developing my ball chasing skills and knowledge so... **What** / **How** I can start and stop quickly. — Take up a good ready position and push off hard. I can arrive in the correct position to collect the ball (timing). — Try rolling the ball at different speeds to get the right challenge. I can collect the ball with balance/control. — Keep my head steady and watch the ball. **Static Balance Floor Work** Developing my floor work balance skills and knowledge so... **What** / **How** I can maintain balance throughout. — Keep my hands in line with my shoulders. I can balance and hold the correct position. — Keep my knees in line with my hips. I can balance with control when changing balance/position. — Keep my back straight and tummy tight.
	Coordination Footwork Developing my footwork skills and knowledge so... **What** / **How** I can move with balance and control throughout. — Keep my head up and back straight. I can move with fluent, smooth movements. — Work off the balls of my feet. I can move well in both directions/on both sides. — Bend my knees to push off and land. **Static Balance One Leg** Developing my one leg balance skills and knowledge so... **What** / **How** I can balance with minimum wobble (control). — Keep my head up and still. I can balance with standing foot still. — Keep my tummy (core muscles) tight and back straight. I can balance with non-standing foot off the floor. — Use my arms to help balance.
Spring 1	**Coordination Sending and Receiving** Developing my sending and receiving skills and knowledge so... **What** / **How** I can send with good accuracy and weight. — Use backswing and follow through when sending. I can get in a good position to receive. — Adopt a good 'ready position' (weight on balls of feet, wide base). I can collect the ball safely. — Keep my eyes focused on the ball. **Agility Reaction / Response** Developing my reaction and response skills and knowledge so... **What** / **How** I can react and move quickly. — Push off hard with my feet. I can catch the ball consistently. — Keep my head steady and watch the ball. I can slow down with control after catching. — Move my feet to get to the ball (rather than stretching).
	Rotation Developing my low apparatus skills and knowledge so... **What** / **How** I can remain balanced throughout. — Use spotting to maintain balance. I can rotate with control. — Hold body tight and extended. I can maintain an accurate shape throughout. — Choose type of rotation before starting. **Flight** Developing my hand apparatus skills and knowledge so... **What** / **How** I can perform an accurate movement pattern and preparation phase. — Decide on footwork pattern and jump before starting. I can create a clear shape during flight. — Hold apparatus away from body to allow for fluent movement. I can keep apparatus in motion throughout leap/jump. — Land through balls of feet with soft knees to absorb impact.

Spring 2	**Shape** Developing my large apparatus skills and knowledge so... **What** / **How** I can perform accurate shapes. — Extend body as much as possible. I can use good body tension to hold the shapes. — Tighten core muscles to maintain shape. I can perform repeatable shapes. — Grip apparatus with hands. **Travel** Developing my feet - complex skills and knowledge so... **What** / **How** I can move with good posture. — Keep back straight, head up and core muscles squeezed. I can move with light and quiet steps. — Step onto balls of feet first. I can perform accurate movement patterns. — Absorb impact with knee bend.	**Dynamic Balance On a Line** Developing my dynamic balance on a line skills and knowledge so... **What** / **How** I can move smoothly and with minimum wobble. — Use my arms to help move and balance (opposite arm and leg). I can maintain balance on the line with head up. — Keep my back straight, head still and look forward. I can coordinate to move with opposite arm and leg moving forwards. — Move off the balls of my feet. **Static Balance Stance** Developing my stance skills and knowledge so... **What** / **How** I can balance with both feet facing forwards. — Keep my feet a shoulder width apart and knees bent. I can balance with feet still. — Keep my weight on the balls of my feet. I can balance with minimum wobble (control). — Keep my back straight and head up.
Summer 1		
Summer 2	**Shapes Solo** Developing my solo shapes skills and knowledge so... **What** / **How** I can perform a range of different shapes with different leg positions creating challenge to core strength. — Find strong, still positions in my standing and floor shapes – tummy tight, arms helping with balance. I can perform with balance and control when holding a shape and when moving between shapes. — Find the simplest way to go from the standing shape to the floor shape. I can perform a variety of smooth, fluent movements when moving between shapes. — Use as many different ways of moving between shapes as possible. When jumping, land through the balls of my feet and bend my knees to absorb impact. **Artistry Musicality** Developing my musical artistry skills and knowledge so... **What** / **How** I can understand how to count to the beat of the music. — Count music out loud or in my head if it helps. I can demonstrate a visible change in movement when music is changed. — Think about how the music makes me feel and make my body do exactly what the music does. I can perform a range of different shapes with control to different music. — Make my body do the opposite of what the music does, for example, move fast to slow music and slowly to fast music.	**Coordination Ball Skills** Developing my ball skills and knowledge so... **What** / **How** I can maintain control of the ball. — Focus on maintaining good balance throughout. I can move the ball in both directions. — Move the ball with my fingertips. I can move the ball smoothly and fluently. — Perform the movements smoothly and then gradually increase your speed. **Counter Balance With a Partner** Developing my counter balance with a partner skills and knowledge so... **What** / **How** I can maintain balance throughout. — Keep my tummy (core muscles) tight and body straight throughout. I can move smoothly and with control. — Hold with straight arms when leaning back. I can coordinate movements with my partner. — Hold on to my partner's forearms and communicate with them.

<table>
<tr><th></th><th>Year 3</th><th>Year 4</th></tr>
<tr><td>Autumn 1</td><td>Indoor Athletics
- Use a reversaboard to successfully turn
- I can pump/swing my arms fast (hip to lip) when running.
- I can keep my head still and keep my body upright when running.
- I can perform at least 2 different jumps with a safe landing.
- I can stand in the correct stance while holding the javelin.
- I can run over an obstacle/hurdle at speed.
- I can stand in the correct stance for chest push
- I can pass a relay baton with control.</td><td>
<table>
<tr><th colspan="2">Dynamic Balance to Agility Jumping and Landing</th></tr>
<tr><td colspan="2">Developing my jumping and landing skills and knowledge so...</td></tr>
<tr><th>What</th><th>How</th></tr>
<tr><td>I can achieve good take off and height.</td><td>Bend my knees and swing my arms on take-off.</td></tr>
<tr><td>I can land with balance and control.</td><td>Bend my knees and use my arms to help remain balanced on landing.</td></tr>
<tr><td>I can land softy and quietly.</td><td>Keep my head up and back straight as I land.</td></tr>
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<table>
<tr><th colspan="2">Static Balance Seated</th></tr>
<tr><td colspan="2">Developing my seated balance skills and knowledge so...</td></tr>
<tr><th>What</th><th>How</th></tr>
<tr><td>I can balance with feet and hands off the floor throughout.</td><td>Keep my tummy tight (core muscles) and back straight.</td></tr>
<tr><td>I can balance with minimum wobble.</td><td>Use my arms to help maintain balance.</td></tr>
<tr><td>I can maintain balance without strain.</td><td>Keep my head up and breathe throughout.</td></tr>
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Autumn 2

Dynamic Balance On a Line

Developing my dynamic balance on a line skills and knowledge so...

What	How
I can move smoothly and with minimum wobble.	Use my arms to help move and balance (opposite arm and leg).
I can maintain balance on the line with head up.	Keep my back straight, head still and look forward.
I can coordinate to move with opposite arm and leg moving forwards.	Move off the balls of my feet.

Coordination Ball Skills

Developing my ball skills and knowledge so...

What	How
I can maintain control of the ball.	Focus on maintaining good balance throughout.
I can move the ball in both directions.	Move the ball with my fingertips.
I can move the ball smoothly and fluently.	Perform the movements smoothly and then gradually increase your speed.

Coordination Sending and Receiving

Developing my sending and receiving skills and knowledge so...

What	How
I can send with good accuracy and weight.	Use backswing and follow through when striking/kicking.
I can get in a good position to receive.	Move my feet to get in line with the ball when receiving.
I can send and receive with fluency/rhythm throughout.	Keep my eyes focused on the ball throughout.

Counter Balance With a Partner

Developing my counter balance with a partner skills and knowledge so...

What	How
I can maintain balance throughout.	Keep my tummy (core muscles) tight and body straight throughout.
I can move smoothly and with control.	Hold with straight arms when leaning back.
I can coordinate movements with my partner.	Hold on to my partner's forearms and communicate with them.

Spring 1

Balance

Developing my low apparatus skills and knowledge so...

What	How
I can balance with control (minimum wobble).	Keep head up and still.
I can balance with the supporting body part still.	Keep tummy tight and back straight.
I can hold the balance for at least 3 seconds.	Focus eyes on a fixed point to help balance.

Flight

Developing my hand apparatus skills and knowledge so...

What	How
I can perform an accurate movement pattern and preparation phase.	Decide on footwork pattern and jump before starting.
I can create a clear shape during flight.	Hold apparatus away from body to allow for fluent movement.
I can keep apparatus in motion throughout leap/jump.	Land through balls of feet with soft knees to absorb impact.

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Travel

Developing my large apparatus skills and knowledge so...

What	How
I can perform accurate movement patterns.	Concentrate on coordination of the body whilst using apparatus.
I can move with good posture.	Squeeze body muscles tightly to maintain good posture.
I can maintain contact with apparatus.	Keep eyes on part of the body in contact with apparatus to maintain active balance.

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<td>Spring 2</td>
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Partnering Circles

Developing my partnered circles skills and knowledge so...

What	How
I can perform a diverse range of movements led by circles with a partner.	If jumping or turning, squeeze my muscles to keep my body in shape and land through the balls of my feet.
I can demonstrate strong start and finish positions.	Think about our starting position and trying a range of arm angles to start our circle movements.
I can perform a variety of partner work in unison, mirroring each other and in canon.	Start with practising moves at the same time as my partner, then experiment with different timing.

Artistry Abstraction

Developing my abstract artistry skills and knowledge so...

What	How
I can perform a range of body movements demonstrating moving like silk.	Watch carefully how the silk moves in the air and try to move at the same time.
I can perform a diverse range of moves, including linking silk moves with shapes and circles.	Relax my body and limbs to allow for fluid movements.
I can smoothly and fluently when transitioning between moves.	Don't rush when linking silk moves with shapes and circles, stay in control.

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Partnering Shapes

Developing my partnered shapes skills and knowledge so...

What	How
I can perform a range of partner standing and floor shapes.	Think how I can use my arms to help with balancing but also to create the most interesting shapes.
I can perform with balance and control both when holding shapes and when moving between shapes.	Position my body so it covers as much space as possible.
I can perform a variety of smooth, fluent movements when moving between shapes. with no stopping between moves.	Try to achieve extreme contrast in height and flatness between me and my partner.

Partnering (Lifts)

Developing my partnered lifts skills and knowledge so...

What	How
I can perform with both partners taking on both roles and both aware of what we are doing.	Secure but soft contact - when holding hands in partnering, keep thumbs in and hands soft without squeezing my partner.
I can ensure both partners feel secure when in direct contact.	Talk with my partner to ensure both know what is going to happen before we start practising.
I can perform circle moves in and out of the lifts.	When executing partner jumps, lift and jump at the same time, so the lifting isn't really lifting, but supporting my partner's jump to allow them to go higher.

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<td>Summer 1</td>
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Summer 2

Agility Reaction / Response

Developing my reaction and response skills and knowledge so...

What	How
I can react and move quickly.	Take up a ready position with my knees bent and feet apart (front to back).
I can catch the ball consistently.	Start quickly and accelerate by pushing off hard with my feet.
I can slow down with control after catching.	Bend my knees to help me slow down.

Static Balance Floor Work

Developing my floor work balance skills and knowledge so...

What	How
I can maintain balance throughout.	Keep my hands in line with my shoulders and knees in line with my hips (mini-front support).
I can balance and hold the correct position, for example, back straight.	Keep my hands in line with my shoulders and feet in line with my knees (mini-back support).
I can balance with control when changing balance/position.	Point my fingers towards my feet in the mini-back support.

Agility Ball Chasing

Developing my ball chasing skills and knowledge so...

What	How
I can start and stop quickly.	Accelerate by pushing off hard with my feet and driving my arms from 'hips to lips'.
I can arrive in the correct position to collect the ball (timing).	Move my feet quickly to get in the collecting position in good time.
I can collect the ball with balance/control.	Keep watching the ball and concentrate on timing so I arrive at the right time.

Static Balance Stance

Developing my stance skills and knowledge so...

What	How
I can balance with both feet facing forwards.	Keep my feet a shoulder width apart and knees bent.
I can stay on the line/low beam throughout.	Keep my weight on the balls of my feet.
I can balance with minimum wobble (control).	Keep my back straight and head up.

Year 5

Autumn 1

Coordination Ball Skills

Developing my ball skills and knowledge so...

What	How
I can maintain control of the ball throughout.	Focus on maintaining good balance throughout.
I can complete challenges in both directions.	Move the ball with my fingers, avoiding it touching my body.
I can move the ball smoothly and fluently.	Perform the movements smoothly and then gradually increase speed.

Agility Reaction / Response

Developing my reaction and response skills and knowledge so...

What	How
I can react and move quickly.	Take up a ready position with my knees bent and feet apart (front to back).
I can catch the ball consistently.	Start quickly and accelerate by pushing off hard with my feet.
I can slow down with control after catching.	Bend the knee on my 'catching leg' and take my weight back to help me to stop quickly.

Year 6

Dynamic Balance On a Line

Developing my dynamic balance on a line skills and knowledge so...

What	How
I can move with fluidity and minimum wobble.	Keep my head still and back straight.
I can stay balanced on the line with head up.	Practise the movement slowly at first.
I can move with opposite arm and leg moving forwards.	Use my arms to help balance as I move, bringing them 'from hips to lips'.

Counter Balance With a Partner

Developing my counter balance with a partner skills and knowledge so...

What	How
I can maintain balance throughout.	Keep my core muscles tight.
I can move smoothly and with control.	Keep my body straight throughout.
I can coordinate movements with my partner.	Start leaning in and then slowly lean back using smooth, controlled movements.

Autumn 2

Static Balance Stance

Developing my stance skills and knowledge so...

What	How
I can balance with both feet facing forwards.	Keep my feet a shoulder width apart and knees bent.
I can stay on the line/low beam throughout.	Keep my weight on the balls of my feet.
I can balance with minimum wobble (control).	Keep my back straight and head up.

Coordination Footwork

Developing my footwork skills and knowledge so...

What	How
I can move with balance and control throughout.	Keep my head up and back straight.
I can move with fluent, smooth movements.	Work off the balls of my feet.
I can move well in both directions/on both sides.	Bend my knees and use my arms to help balance.

Static Balance Seated

Developing my seated balance skills and knowledge so...

What	How
I can maintain stability without strain.	Keep my core muscles tight.
I can balance with hands and feet off the floor throughout.	Use smooth, controlled movements.
I can balance with repeatable performance.	Keep my legs, back and arms straight (v shape).

Static Balance Floor Work

Developing my floor work balance skills and knowledge so...

What	How
Balance with good posture, for example, straight back.	Keep my back straight and flat/tummy up.
Hold balance without strain.	Keep my hands in line with my shoulders.
Balance with control, for example, while transferring objects.	Keep my legs straight and stretched out.

Spring 1

Balance

Developing my low apparatus skills and knowledge so...

What	How
I can balance with control (minimum wobble).	Keep head up and still.
I can balance with the supporting body part still.	Keep tummy tight and back straight.
I can hold the balance for at least 3 seconds.	Focus eyes on a fixed point to help balance.

Shape

Developing my low apparatus skills and knowledge so...

What	How
I can perform accurate shapes.	Use my whole body to create the shape.
I can use good body tension to hold the shapes.	Tighten body to hold the shape.
I can perform repeatable shapes.	Focus on quality of shape each time.

Flight

Developing my low apparatus skills and knowledge so...

What	How
I can perform an accurate movement pattern and preparation phase.	Decide on footwork pattern and jump before starting.
I can create a clear shape during flight.	Squeeze body muscles during flight phase.
I can land quietly and in balance.	Land through balls of feet with soft knees to absorb impact.
	When landing on apparatus, focus on landing spot.

Rotation

Developing my low apparatus skills and knowledge so...

What	How
I can remain balanced throughout.	Use spotting to maintain balance.
I can rotate with control.	Hold body tight and extended.
I can maintain an accurate shape throughout.	Choose type of rotation before starting.

Sportshall athletics

- Recap, practise and refine an effective sprinting technique, including reaction time.
- Build up speed quickly for a sprint finish.
- Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.
- Work as a team to competitively perform a relay.
- Develop the technique for the standing vertical jump.
- Maintain control at each of the different stages of the triple jump. Develop and improve their techniques for jumping for height and distance and support others in improving their performance.
- Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
- Perform a heave throw.
- Develop and refine techniques to throw for accuracy.

Spring 2	**Partnering (Lifts)** Developing my partnered lifts skills and knowledge so... **What** / **How** I can demonstrate strong start and finish positions. — Pay attention to hand contact with my partner. Ensure security but keep my hands soft and thumbs in. I can perform with balance and control throughout – soft landing, minimum wobble when assisting my partner to jump. — Land on the balls of my feet and bend my knees to absorb impact. I can communicate with my partner to ensure correct timing when jumping and lifting. — Focus on timing. Make sure lifting happens at the same time as the jump, so the lifting isn't really lifting but supporting the jump to go higher. **Artistry (Making)** Developing my making artistry skills and knowledge so... **What** / **How** I can perform a sequence of moves with a partner, executed with confidence and control. — Create my sequence using a variety of dance elements I feel confident with, using music as an inspiration. I can perform strong and balanced shapes and smooth, fluid and confident movements. — Use my core strength to stay balanced, both in shapes and when moving. I can demonstrate clear strategies of working together in a range of roles from creator to listener, jumper to lifter, first mover to last finisher. — Communicate - focus on my own moves as well as staying aware of what my partner is doing.	**Coordination Sending and Receiving** Developing my sending and receiving skills and knowledge so... **What** / **How** I can throw with good accuracy and weight. — Vary the pace of the ball when sending to find which is best. I can send and receive with fluency. — Take up a balanced position, making sure my hands are in a good ready position. I can perform with consistency (repeatable). — Keep my eyes focused on the ball(s). **Agility Ball Chasing** Developing my ball chasing skills and knowledge so... **What** / **How** I can turn over either shoulder to collect the ball. — Start quickly by pushing off hard to turn and then drive my arms ('hips to lips'). I can arrive in the correct position to collect the ball (timing). — Move my feet quickly to get into the collecting position. I can collect the ball with balance/control. — Run well past the ball to give me more time to get into a stable position.
Summer 1		
Summer 2	**Dynamic Balance to Agility Jumping and Landing** Developing my jumping and landing skills and knowledge so... **What** / **How** I can achieve good take off and height. — Bend my knees and swing my arms on take-off. I can land with balance and control. — Bend my knees and use my arms to help remain balanced on landing. I can land softy and quietly. — Keep my head up and back straight as I land. **Static Balance One Leg** Developing my one leg balance skills and knowledge so... **What** / **How** I can balance with minimum wobble (control). — Look forward and imagine a focus point. I can balance and move with smooth, controlled movements. — Keep my tummy (core muscles) tight and back straight. I can balance with non-standing foot off the floor. — Use my arms to help balance.	

Subject Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	**Personal** I enjoy working on simple tasks with help **FUNS**: **10** – I can side-step, gallop and hop with both feet. **1** – I can balance on one leg for 10 seconds	**Social** I can work sensibly with others, taking turns and sharing. **FUNS**: **6** – I can jump from 2 feet to feet with a quarter turn in either direction. **2** – I can balance in a seated position without hands or feet touching the floor.	**Real Dance** I create multiple standing and floor shapes: - with torso beginning to rotate. - with 3 points of contact with the floor. - facing down and up. Travel between shapes including jumping with rotation. I create standing and floor shapes: - opposite and entwined with my partner. - in close contact but without touching. I incorporate jumping when travelling between shapes - in canon.	**Personal** I know where I am with my learning and I have begun to challenge myself. **FUNS**: **10** – I can complete 3 step zig zag patterns forwards and backwards. **1** – I can maintain balance on 1 leg and complete 5 squats with my eyes closed.	**Social** I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. **FUNS**: **6** – Maintaining balance and landing on a line, I can jump from 1 foot to the other, forwards and backwards, freezing when landing. **2** – In a seated position without hands or feet touching the floor, I can reach and pick up a cone an arms distance away, swap hands and place it on the other side in both directions.	**Cognitive** I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. **FUNS**: **9** – In less than 20 seconds and in both directions, maintaining control, I can stand with my legs apart, hold the ball between them with 1 hand around the front and the other around the back, then swap hand positions 24 times, initially with a bounce, and then without. 12 – From a distance of 3 metres, I can react and step across my body, bring my hand across my body and catch a tennis ball after 1 bounce.	**Creative** I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. **FUNS**: **2** – In a seated position without hands or feet touching the floor, I can reach and pick up cones from the front, to the side and from behind with my eyes closed. 3 – Maintaining balance throughout, I can hold a front support position with only 1 foot in contact with the floor, and transfer a cone on and off my back.
Autumn 2	**Personal** I enjoy working on simple tasks with help **FUNS**: **10** – I can side-step, gallop and hop with both feet. **1** – I can balance on one leg for 10 seconds	**Health and Fitness** I am aware of why exercise is important for good health. **FUNS**: **11** - Over a distance of 10 metres and turning both ways, I can chase a large bouncing ball thrown by a partner and collect it in a balanced position. **3** – I can hold a mini-back support	**Personal** I try several times if at first I don't succeed and I ask for help when appropriate. **FUNS**: **10** – I can hopscotch forwards and backwards, hopping on the same leg (right and left) **1** – I can balance on one leg and complete 5 mini squats	**Cognitive** I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. **FUNS**: **5** – Maintaining balance on a line, I can walk fluidly, lifting knees up and using a heel to toe landing.	**Creative** I can make up my own rules and version of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. **FUNS**: **8** – With right and left hand, I can alternatively throw and catch 2 tennis balls against a wall.	**Real gym** Perform (Consolidated) Trickiest Shape skills on the floor (1/2/3). Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	**Applying physically** I use combinations of skills confidently in sports specific contexts. I can perform a range of skills fluently and accurately in practise situations. **FUNS**: **6** – On a line, then a low beam, I can jump from 2 feet to 2 feet with 180º turn in the middle (in both directions).

				9 – In less than 20 seconds and in both directions, maintaining control, I can stand with my legs apart and move a ball around alternate legs 16 times.			**1** – I can maintain balance on 1 leg on an uneven surface with my eyes closed and complete 10 squats into ankle extensions.
Spring 1	**Cognitive** I can follow simple instructions. **FUNS**: **5** – I can walk forwards on a line with minimum wobble. **4** – I can stand on a line with good stance and maintain balance for 10 seconds.	**Applying Physical** I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together **FUNS**: **8** – I can throw a tennis ball against a wall or to a partner and catch it after one bounce. **12** - I can react and catch a large ball dropped by a partner from shoulder height after 1 bounce.	**Social** I can help, praise and encourage others in their learning. I show patience and support others. Perform (Consolidated) Tricky Shape skills on the floor (1/2/3) Explore Tricky shape/balance/flight/ travel/rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	**Real Gym** Perform (Consolidated) Trickier shape/balance/travel/ flight/rotation skills on the floor (1/2/3) Perform (Consolidated) Tricky shape/balance/travel/ flight/rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	**Real Gym** Perform (Consolidated) Trickier shape/balance/travel/ flight/rotation skills on the floor (1/2/3) Perform (Consolidated) Tricky shape/balance/travel/ flight/rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	**Social** I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. **FUNS**: **5** – Maintaining balance on a line, I can lunge walk forwards, bringing opposite elbow up to a 90º angle. **7** – With a partner, maintaining balance throughout, I can stand on 1 leg while holding onto my partners opposite leg.	**Sportshall athletics**
Spring 2	**Creative** I can observe and copy others. **FUNS**: **9** – I can roll a ball up and down my body using 2 hands. **7** – I can perform a seated counter balance with a partner.	**Real Gym** Perform (Consolidated) Tricky Shape skills on the floor (1/2/3) Explore Tricky shape/balance/flight/ travel/rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	**Cognitive** I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well. **FUNS**: **5** – I can walk on a line lifting knees up to 90° and lifting my heels up to my bottom. **4** - I can stand on a line and maintain balance whilst catching a ball.	**Real dance** I can create multiple standing and floor shapes: - with torso rotated. - with 3 points of contact with the floor. - facing up and sideways. Travel between shapes including stepping into jumping. Rotate in jumps. I can create standing and floor shapes: - opposite and entwined with my partner. - as close as possible without touching. - facing up, down and sideways. - jumping with rotation when moving between shapes. - in canon.	**Real dance** I can create multiple standing and floor shapes - balanced on 1 foot. - with arms at different planes. - with torso rotated and bent. - with 2 points of contact with the floor. - facing up and sideways. Travel between shapes including rotation: - on the floor and in the air. - in different directions. I can create standing and floor shapes: - at different levels. - without contact. - with 1 hand contact. Jump with backward rotation when moving between shapes.	**Real dance** I can create multiple standing and floor shapes: - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms and shoulders for support. Travel between shapes including rotation: - on the floor (spirals and turns) and in the air. - in different directions. - at different speeds. I can create standing and floor shapes in close contact: - both balancing on 1 foot. - cross-bodied with 2 points of contact with the floor. Travel with my partner: - incorporating spirals, rotation on the floor, jumping and crossbodied finishing positions	**Real gym** Perform (Consolidated) Trickiest shape/balance/ travel/flight/rotation skills on the floor (1/2/3). Perform (Consolidated) Trickier shape/balance/ travel/flight/rotation skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)

Summer 1	**Applying Physical** I can move confidently in different ways. **FUNS**: **8** – I can roll or throw a large ball to a wall or partner and collect the rebound with 2 hands. **12** – I can react and catch a large ball dropped by a partner from shoulder height after 2 bounces.	Sports day	Sports day	Sports day	Sports day	Sports day	Sports day
Summer 2	**Health and Fitness** I am aware of the changes to the way I feel when I exercise. **FUNS**: **11** – Over a distance of 10 metres and turning both ways, I can roll and chase a large ball and collect it in a balanced position. **3** – I can hold a mini-front support	**Real Dance** I can create multiple standing and floor shapes: - balanced on both feet. - with limbs in different planes. - with 3 points of contact. - facing down. Travel between shapes including jumping. I can create standing and floor shapes in contrast to my partner's: - with our body parts crossing over. Travel between shapes in unison.	**Creative** I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. **FUNS**: **9** - I can stand and roll a ball up and down my legs and upper body using 1 hand. **7** – I can perform a standing 1-handed counter balance with a partner using a long base.	**Applying physical** I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency **FUNS**: 12 – From a distance of 2 metres, I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. 3 – Maintaining balance throughout, I can transfer a cone on and off my back in a front support.	**Health and fitness** I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. **FUNS**: **11** – Over a distance of up to 10m and turning both ways, I can roll and chase a ball, stopping it with my knee sideways onto the ball (long barrier position) facing the opposite direction. 4 – On a line and then a low beam, maintaining balance, I can catch a large ball thrown, at knee height and above my head.	**Health and fitness** I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. **FUNS**: 4 – On a line and then a low beam, maintaining balance, I can catch a small ball thrown close to, and away from my body **10** – I can move in a 3 step zigzag pattern, lifting my foot up behind me just before I change my lead leg and direction.	**Real dance**

Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Footwork	Several	Footwork	Cooperate	Persevere	Guide
Fluency	Appropriate	Fluency	Sideways	Regular	Motivate
Control	Opposite	Control	Raising	Complete	Negotiate
Side-step	Hopscotch	Side-step	Maintain	Criss cross	Lunge
Lead	Angle	Lead	Throughout	Fluidity	Driving
Hop	Smooth	Hop	Strain	Ready position	Coordinated
Skip	Dominant	Skip	Recognise	Pushing off	Counterbalance
Jog	Non-standing	Jog	Alternate	Criteria	Imaginatively
Gallop	Recognise	Gallop	Counterbalance	Force	Adapt
Jump	Order	Hopscotch	Describe	Awareness	Adjust
Combine	Lifting	Jump	Explain	Zigzag	Centre of gravity
180°	90 degrees	Combine	Stable	Flow	Reach
Pivot	Low beam	Combination	Force	Link	Rotating
Balance	Apart	90°	Receiving	Vigorous	Transfer
Maintain	Compare	180°	In combination	Base of support	Record
Still	Select	Pivot	Collaborative	stability	Monitor
Squat	Link	Zig-zag	Replicate	In isolation	Repeatable
2 feet to 2 feet	Gradually	Balance	Core muscles	Coils	Accuracy
2 feet to 1 foot	Increase	Maintain	Coordination	Replicating	Peripheral vision
Freeze	Partner	Still	Active balance	Rhythmic	Reverse pivot
Quarter turn	Long base	Squat	Travelling	Synchronised	In isolation
Seated position	Preparation phase	Ankle extension	Jumping	Canon	Coils
Lying position	Technique	2 feet to 2 feet	Turning	Void	Replicating
Fluid	Absorb impact	2 feet to 1 foot	Absorb	Graceful	Rhythmic
Stance	Footwork pattern	Freeze	Balls of feet	Smooth	Synchronised
Counter-balance	Focus	Tucked jump	Compose	Sequence	Canon
Figure of 8	Landing spot	Quarter turn	Demonstrate	Repeat	Void
Coordination	Controlled	Seated position	Smooth	Reverse	Graceful
Sequence	Accurate	Lying position	Flowing	Diverse	Smooth
Levels	Fluent	Fluid	Transitions	Control	Sequence
Rebound	Retained	Stance	Contrast	Transitions	Repeat
Bounce	Vertical axis	Counter-balance	Unison	Tighten	Reverse
Catch	Respond	Figure of 8	Mirroring	Replicate	Diverse
Chase	Pivoting	Coordination	Canon	Executing	Control
Opposite	Spotting	Sequence		fluid	Transitions
	Accuracy of shape	Levels			Tighten

	Core strength Balance Control Travelling Jumping Turning Balls of feet Transitioning partnering	Rebound Bounce Catch Chase Opposite Leader Follower Pathways Alternate Upper body Strike a ball Dish Dome Forward roll Teddy bear roll Log roll Straddle Pike			Replicate Executing fluid