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| Cycle A 2020-2021 | Autumn | | Spring | | Summer | |
| Breadth | Football | Dance | Gymnastics | Multi skills | Athletics | Outdoor and adventure |
| Knowledge categories |  GAMES |  DANCE |  GYMNASTICS |  GAMES |  ATHLETICS |  OUTDOOR & ADVENTURE |
| Threshold concept | In this unit children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. | In this unit children focus on creating and performing short dances that communicate different moods, feelings and ideas. Their work is inspired by a range of subjects, including some based on different countries and cultures. By the end of the unit they should be able to perform a short dance/ sequence of movements to tell a story and show emotion. | In this unit children focus on increasing their range of basic gymnastics skills. They create simple sequences and transfer what they learn on the floor to apparatus. | In this unit children explore running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. | In this unit children explore running activities and take part in simple challenges and competitions. They experiment with different ways of travelling, increasing their awareness of speed and distance. | In this unit children take part in simple orientation activities using maps and diagrams. They are set physical challenges and problems to solve, and work on their own and in small groups. |

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| NC link | <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • Perform dances using simple movement patterns. | <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending |
| Milestone 1 (Knowledge) | <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. | <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. | <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | <ul style="list-style-type: none"> • Listen to and follow instructions. • Follow a trail • Suggest ways to improve plans and strategies • Help each other. • Say what they have done well and what they need to improve. |

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| | | | <ul style="list-style-type: none"> • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. | | | |
| Skills | <ul style="list-style-type: none"> • Kick a ball into a target area. • Move to receive the ball. • Show a good running technique (head up, arms moving) • Run for a prolonged period of time. • Move to intercept the ball. • Dribble and control the ball at a slow speed. • Work with others to make progress towards a goal area. • Observe what was effective in a game | <ul style="list-style-type: none"> • Move with control and coordination. • Communicate feelings and moods through movements. • Link movements fluently. • Use different levels and speeds. • Create a performance with a clear start and end. • Suggest ways they could improve their work, using simple vocabulary. | <ul style="list-style-type: none"> • Plan and repeat simple sequences of actions. • Show contrasts in shape. • Perform the basic gymnastic actions with coordination. • Recognise and describe how they feel after exercise. • Find and use space safely. • Describe what they and others have done. | <ul style="list-style-type: none"> • Throw underarm. • Throw overarm. • Catch with both hands. • Roll a piece of equipment. • Aim for a target area. • Hit a ball with a bat. • Move and stop safely. | <ul style="list-style-type: none"> • When jumping, show control in the take-off. • Show control when landing. • Choose an appropriate jumping action for distance. • Show all of the basic jumps e.g. 2 to 2 feet, 2 to 1 foot, 1 to same foot, 1 to opposite foot • Use underarm/overarm throws accurately. • Choose an appropriate throwing action for distance. • Choose an appropriate throwing action for equipment. • Observe and comment on others' performance | <ul style="list-style-type: none"> • Listen to and follow instructions. • Follow a trail (Core Task 1). • Work with friends to plan how to rescue things from the river (Core Task 2). • Suggest ways to improve plans and strategies. • Help each other. • Say what they have done well and what they need to improve. |

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| Equipment | <ul style="list-style-type: none"> • Footballs (size 3) • Bibs • Cones • Goal area laid out (large enough to score goals easily) | <ul style="list-style-type: none"> • CD player or speakers • Video camera and playback equipment • Percussion instruments/an electronic keyboard/drum-kit • A variety of stimuli (starting points for dance), e.g. words, stories, poems, pictures, objects, videos, music | <ul style="list-style-type: none"> • Mats • Low apparatus (benches, tables) | <ul style="list-style-type: none"> • Markers • Hoops • Cones of different sizes • A variety of games equipment for throwing and retrieving, e.g. large and small balls, beanbags, quoits • A variety of targets, e.g. boxes, bins, goal shapes | <ul style="list-style-type: none"> • Cones of different sizes. • A variety of games equipment for throwing and retrieving, e.g. large and small balls, beanbags, quoits. • A variety of targets e.g. boxes, bins, goals, hoop. | <ul style="list-style-type: none"> • A choice of different environments; some familiar, some less so, e.g. tabletop, classroom, hall, playground. • Simple diagrams or maps of each area to be explored and check sheets. • Simple activity resources, e.g. cones, elastic, rope, string, PE equipment. • Resource cards with simple problems and challenges • Skipping ropes/ hockey sticks small bats etc.. • Possible rescue items –bucket/ bin/ balls/ beanbags/ clothing /toys etc. |
| Key vocabulary | Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules, co-ordination, defence, attack tactics, agility | Move, copy, perform, sequence, create, rhythm, control, coordination, linking mood or feeling. | Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent. | Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules, co-ordination, defence, attack tactics, agility | Distance, height, power, stretch, straight speed, balance | Follow, route, appropriate equipment, safely |

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| Links to events | | | | | Santa Dash Sports Day | |
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| Hazel – KS1 Milestone 1 | | | | | | |
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| Cycle B 2021-2022 | Autumn | | Spring | | Summer | |
| Breadth | Multi skills (Bat and ball) | Gymnastics | Dance | Multi skills (Throwing and catching) | Athletics | Outdoor and adventure |
| Knowledge categories |  GAMES |  GYMNASTICS |  DANCE |  GAMES |  ATHLETICS |  OUTDOOR & ADVENTURE |
| Threshold concept | In this unit children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. | In this unit children focus on increasing their range of basic gymnastics skills. They create simple sequences and transfer what they learn on the floor to apparatus. | In this unit children focus on creating and performing short dances that communicate different moods, feelings and ideas. Their work is inspired by a range of subjects, including some based on different countries and cultures. By the end of the unit, they should be able to perform a short dance/sequence of movements to tell a story and show emotion. | In this unit children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. | In this unit children explore running activities and take part in simple challenges and competitions. They experiment with different ways of travelling, increasing their awareness of speed and distance. | In this unit children take part in simple orientation activities using maps and diagrams. They are set physical challenges and problems to solve, and work on their own and in small groups. |

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| NC link | <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | <ul style="list-style-type: none"> • Perform dances using simple movement patterns. | <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending |
| Milestone 1 (Knowledge) | <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. | <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. | <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | <ul style="list-style-type: none"> • Listen to and follow instructions. • Follow a trail • Suggest ways to improve plans and strategies • Help each other. • Say what they have done well and what they need to improve. |

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| | | <ul style="list-style-type: none"> • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. | | | | |
| Skills | <ul style="list-style-type: none"> • Move to receive the ball. • Show a good running technique (head up, arms moving) • Run for a prolonged period of time. • Move to intercept the ball. • Dribble and control the ball at a slow speed. • Work with others to make progress towards a goal area. • Observe what was effective in a game | <ul style="list-style-type: none"> • Plan and repeat simple sequences of actions. • Show contrasts in shape. • Perform the basic gymnastic actions with coordination. • Recognise and describe how they feel after exercise. • Find and use space safely. • Describe what they and others have done. | <ul style="list-style-type: none"> • Move with control and coordination. • Communicate feelings and moods through movements. • Link movements fluently. • Use different levels and speeds. • Create a performance with a clear start and end. • Suggest ways they could improve their work, using simple vocabulary. | <ul style="list-style-type: none"> • Move to receive the ball. • Show a good running technique (head up, arms moving) • Run for a prolonged period of time. • Move to intercept the ball. • Dribble and control the ball at a slow speed. • Work with others to make progress towards a goal area. • Observe what was effective in a game | <ul style="list-style-type: none"> • When jumping, show control in the take-off. • Show control when landing. • Choose an appropriate jumping action for distance. • Show all of the basic jumps e.g., 2 to 2 feet, 2 to 1 foot, 1 to same foot, 1 to opposite foot • Use underarm/overarm throws accurately. • Choose an appropriate throwing action for distance. • Choose an appropriate throwing action for equipment. • Observe and comment on others' performance | <ul style="list-style-type: none"> • Listen to and follow instructions. • Follow a trail (Core Task 1). • Work with friends to plan how to rescue things from the river (Core Task 2). • Suggest ways to improve plans and strategies. • Help each other. • Say what they have done well and what they need to improve. |

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| Equipment | <ul style="list-style-type: none"> • Markers • Hoops • Cones of different sizes • A variety of games equipment for throwing and retrieving, e.g. large and small balls, beanbags, quoits • A variety of targets, e.g. boxes, bins, goal shapes | <ul style="list-style-type: none"> • Mats • Low apparatus (benches, tables) | <ul style="list-style-type: none"> • CD player or speakers • Video camera and playback equipment • Percussion instruments/an electronic keyboard/ drum-kit • A variety of stimuli (starting points for dance), eg words, stories, poems, pictures, objects, videos, music | <ul style="list-style-type: none"> • Markers • Hoops • Cones of different sizes • A variety of games equipment for throwing and retrieving, e.g. large and small balls, beanbags, quoits • A variety of targets, e.g. boxes, bins, goal shapes | <ul style="list-style-type: none"> • Cones of different sizes. • A variety of games equipment for throwing and retrieving, e.g., large and small balls, beanbags, quoits. • A variety of targets e.g., boxes, bins, goals, hoop. | <ul style="list-style-type: none"> • A choice of different environments; some familiar, some less so, e.g., tabletop, classroom, hall, playground. • Simple diagrams or maps of each area to be explored and check sheets. • Simple activity resources, e.g., cones, elastic, rope, string, PE equipment. • Resource cards with simple problems and challenges • Skipping ropes/ hockey sticks small bats etc. • Possible rescue items –bucket/ bin/ balls/ beanbags/ clothing /toys etc. |
| Key vocabulary | Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules, co-ordination, defence, attack tactics, agility | Tension, spiky, stillness, balance, extension, roll, spin, turn, travel, jump, sequence, link, range, confidence, quality, smooth, posture, speed, level, purpose, direction, space, awareness, height, direction | Move, copy, perform, sequence, create, rhythm, control, coordination, linking mood or feeling. | Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules, co-ordination, defence, attack tactics, agility | Distance, height, power, stretch, straight speed, balance | Follow, route, appropriate equipment, safely |

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| Links to sport | Mini tennis | | | | Santa Dash Sports Day | |
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