In **Year 5:**

* Participate in Gymnastics and Fitness activities
* Combine actin, balance and shape
* Perform consistently to different audiences
* Make complex, extended sequences
* Make extended sequences
* Perform to an audience
* Come up with sequences to specific timings

In **Year 6**:

* Participate in Gymnastics and Fitness activities
* Combine own work with that of others
* Participate in running races and identify how to make improvements to own performance
* Participate in independent athletics events
* Sprint over a short distance
* Jump in different ways

In **Year 4:**

* Participate in athletics events with a partner or group
* Show stamina when running over a long distance
* Improvise freely and translate ideas from a stimulus to a movement
* Explain how strength and suppleness affect performance
* Make a sequence by linking sections together

In **Year 1:**

* Control their body when travelling and balancing
* Copy sequences and repeat them
* Make their body curled, tense, stretched and relaxed
* Roll, curl, travel and balance

In **Year 2:**

* Change rhythm, speed, level and direction in a dance
* Use dance to show a mood and feeling

In **Year 3:**

* Share and create phrases with a partner
* Remember and repeat dance phrases
* Adapt sequences to suit different types of apparatus and criteria

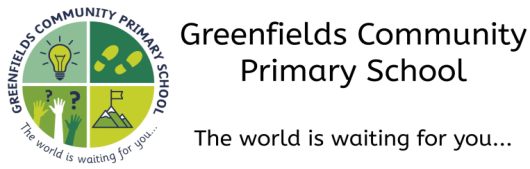
In **Early Years**, our learning and development in this area is taught through the different areas in our Early Years Framework, in particular through the “**Physical Development”** strand.

**In Pre-School,** children gradually gain control of their whole body through continual practice of large movement and enjoy starting to kick, throw and catch balls.

**In Nursery,** children continue to develop their movement, balancing, riding and ball skills. They use large-muscle movements and are increasingly able to remember sequences.

**In Reception,** children revise and refine the fundamental movement skills e.g. rolling, running, hopping, skipping and climbing. They progress towards a more fluent style.

**CURRICULUM OVERVIEW**



**Autumn 1...be amazed...**

**Subject:** P.E.

**How this document is structured:**

In case of a bubble or school closure, each box is divided into two sections

–**offline (in-school) and online (remote)**

Subject leaders have identified the knowledge, skills and understanding that can be covered remotely, with a focus on lower order procedural/fluency content. Higher order learning will be delivered at school. In the event of a full school closure, higher order learning will be delivered via pre-recorded videos.

Where there are no school or bubble closures, all objectives will be covered in school.