

Autumn			
Cogs: Personal and Social			
Year 3	Year 4	Year 5	Year 6
<p>Core (Multi-ability Focus) Personal - Matching Pairs, Footwork follow the leader, Balloon balance & Mirror challenge. Social - Jumping combinations, Follow the leader, Exchange objects (and 4s)</p>	<p>Core (Multi-ability Focus) Personal – Matching pairs, Footwork patterns, Balloon balance, Pickup put down. Social – Developing jumping & landing combinations, perform sequences, Exchange objects, Seated tandem cycling</p>	<p>Core (Multi-ability Focus) Personal – Throw tennis, End ball. Social – River crossing, Kabadi</p>	<p>Core (Multi-ability Focus) Personal – Tennis & Badminton Social - Touch Rugby</p>
<ul style="list-style-type: none"> • I Keep going when things are hard • I keep my head up and stay within marked areas • I only move on when I can do things consistently • I use positive words when others do well • I Use positive gestures/words to keep others going 	<ul style="list-style-type: none"> • I try to view things I can't do as an opportunity to improve • I find a challenge I can't quite do and then see if I can do it • I listen to and support others when they need help • I give specific feedback on what others have done well • I take responsibility for making sure everyone is clear on what they are doing 	<ul style="list-style-type: none"> • I demonstrate a desire to keep trying as a positive reaction to difficulty • I take turns speaking and give specific feedback on what others have done well • I give clear, simple instructions and check for understanding • I listen to and take on others' opinions and then discuss the best way forward 	<ul style="list-style-type: none"> • I maximise practice time to help me improve • I continue to practise my skills away from the lesson • I give a positive comment before any improvement feedback • I use a combination of praise, positive body language and challenge to motivate other team members

<ul style="list-style-type: none"> I use opportunities away from the lesson to keep practising 			<ul style="list-style-type: none"> I ensure all team members are involved and if not, encourage them and ask for their input
Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills
<ul style="list-style-type: none"> Footwork I keep my head up and back straight I work off the balls of feet and increase speed when ready I bend my knees and use arms to help me balance One leg balance I look forward and imagine a focus point Jumping and landing I keep my head up on landing I bend my knees on landing Seated balance I keep my tummy tight (core muscles) and back straight I use my arms to help maintain balance I keep head up and breathe throughout 	<ul style="list-style-type: none"> Footwork I keep my head up and back straight throughout I keep my feet close to the ground as I move I bend my knees and use arms to help me balance One leg balance I keep my tummy (core muscles) tight I use my arms to help me balance I use smooth, controlled movements Jumping and landing I bend my knees on take-off and landing I land softly on balls of feet without noise, facing forward Seated balance I keep my legs, back and arms straight I Use smooth, controlled movements 	<ul style="list-style-type: none"> On a line I keep my head still and back straight I use smooth, controlled movements I concentrate on keeping centre of gravity over base of support Ball skills I concentrate on performing movements smoothly and with control I keep my back straight throughout I Focus on using 'soft hands' throughout With a partner I keep core muscles tight and focus on partner I start by leaning in and then slowly lean back using smooth, controlled movements Reaction/response 	<ul style="list-style-type: none"> On a line I keep my head still, back straight and look forward I use my arms to help me balance as I walk I concentrate on keeping centre of gravity over base of support Ball skills I try to develop a good rhythm when completing the challenges I concentrate on weight of throws, avoiding throwing the ball too hard, and move my hands into position With a partner Make sure core muscles are tight I Keep body straight throughout and maintain balance throughout I start by leaning in and then slowly lean back using smooth, controlled movements Reaction/response

	<ul style="list-style-type: none"> • I Keep my core muscles tight. 	<ul style="list-style-type: none"> • I move feet quickly to get into the catching position • I extend front leg across body and bend knees to enable me to stop quickly and get into balanced position when catching 	<ul style="list-style-type: none"> • I can reverse pivot, bend knees and push off to turn and move quickly • I bend knees to help me stop quickly and get into balanced position when catching • I extend front leg across body and bend knees to enable me to stop quickly and get into balanced position when catching
Athletics	Athletics	Athletics	Athletics
<ul style="list-style-type: none"> • Not taught this term 	<ul style="list-style-type: none"> • Not taught this term 	<ul style="list-style-type: none"> • Not taught this term 	<ul style="list-style-type: none"> • Not taught this term
Dance	Dance	Dance	Dance
<ul style="list-style-type: none"> • I respond imaginatively to a range of stimuli • I move confidently and safely in my own and general space, using changes of speed, level, and direction • I perform movement phrases using a range of different body actions and body parts – with control and accuracy 	<ul style="list-style-type: none"> • I create linked movements, combining different ways of travelling, with beginnings, middles and ends • I compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas • I explore, remember, and repeat short dance phrases, showing greater control and spatial awareness 	<ul style="list-style-type: none"> • I continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus • I use basic compositional principles when creating dances – combining movements fluently and effectively • I perform a range of movements accurately with a sense of rhythm • I create and structure dance motifs, phrases, and sections of dances, developing expressive qualities 	<ul style="list-style-type: none"> • I move in a way that reflects the music • I perform dances in both canon and unison, with clarity and confidence • I explore and practice movement ideas inspired by a stimulus • I explore, improvise, and combine movement ideas fluently and effectively • I perform movements to an audience with rhythm and confidence

Gymnastics	Gymnastics	Gymnastics	Gymnastics
• Not taught this term	• Not taught this term	• Not taught this term	• Not taught this term

Spring			
Cogs: Cognitive and Creative			
Year 3	Year 4	Year 5	Year 6
Core (Multi-ability Focus) Cognitive – Raise the level, 3 limb race, Getting around us, All routes Creative – Roller ball, Sending & receiving, removal team & Lean on me.	Core (Multi-ability Focus) Cognitive – 3 Limb race, Mirror/match/Contrast, Getting around us, Giant strides. Creative – Juggle challenge, Send and receive circuits, Roller Ball & supporting weight.	Core (Multi-ability Focus) Cognitive – Bean Bag raid, Dodgeball. Creative – Seated volleyball, Scorpion handball.	Core (Multi-ability Focus) Cognitive – Dodgeball Creative – Volleyball & Handball
<ul style="list-style-type: none"> • I start with simple movements and gradually add more difficult ones • I change or adapt my movements according to the task, situation or stimulus 	<ul style="list-style-type: none"> • I explore combining movements and skills in different and unique ways • I try changing the activity in lots of different ways to find a version I really like 	<ul style="list-style-type: none"> • I try using different ways to send and receive the ball, e.g. different parts of the body • I observe others and then see if I can do something completely different 	<ul style="list-style-type: none"> • I try different tactics and strategies to see what works • I try to anticipate where the ball is going by 'reading' my opponents • I think of different ways to disguise what I am about to do, for example, use of eyes
Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills
<ul style="list-style-type: none"> • On a line • I keep my tummy (core muscles) tight and back straight • I keep my head still and look forward • I use my arms to help me move and balance as I walk, 	<ul style="list-style-type: none"> • On a line • I keep my head still and back straight • I Practise the movement slowly at first movements • Ball skills 	<ul style="list-style-type: none"> • Footwork • I try to develop a good rhythm and perform the movements smoothly and with control • I bend my knees and use arms to help me balance • Floorwork 	<ul style="list-style-type: none"> • Footwork • I focus on keeping feet close to the ground as I move • Floorwork • I keep hands in line with shoulders, and back straight and flat

<p>bringing them from 'hips to lips'</p> <ul style="list-style-type: none"> • Ball skills • I move the ball with fingers, avoiding it touching body • I focus on maintaining good balance and looking straight ahead throughout • I perform movements smoothly and then gradually increase speed • Sending and receiving • I vary the speed I send the ball to find which is most effective • I watch the ball and move feet to get in line with the ball when receiving • I keep my eyes focused on the ball • I use backswing and follow through when striking/ kicking • With a partner • I keep tummy (core muscles) tight and body straight throughout • I hold with straight arms when leaning back • I hold on to partner's forearms and keep a short base 	<ul style="list-style-type: none"> • I keep ball moving and away from body • I keep my head up, looking forward • I concentrate on performing the movements smoothly to begin with and then gradually increase their speed • Sending and receiving • I explore the strength of my throw to work out how much force is needed • I take up a balanced position, making sure my hands are in a good ready position • I try repeating several times. movements • With a partner • I keep core muscles tight • I keep body straight, looking at partner throughout, and hold balance • I start by leaning in and then slowly lean back using smooth, controlled movements 	<ul style="list-style-type: none"> • I keep my back straight and flat (front support)/tummy up (back support) • I keep hands in line with shoulders and legs straight and stretched out • I rotate slowly and with control • Stance • I keep feet a shoulder width apart and bend knees • I keep head up looking forward • I bend knees and maintain a 'ready' position • Seated balance • I keep weight going through my bottom • I use smooth, controlled movements • I use legs and arms to help keep centre of gravity steady and breathe smoothly 	<ul style="list-style-type: none"> • I keep legs straight and stretched out • I perform movements slowly and with control • Stance • I always try to keep centre of gravity over base of support • I hold and adjust position when I have received or hit the ball • I lower centre of gravity and widen base of support • Seated balance • I show that lifting legs and arms just off the floor will help keep centre of gravity steady • I Focus on one point to keep my head still • I keep core muscles tight while breathing at the same time
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Athletics	Athletics	Athletics	Athletics
• Not taught this term	• Not taught this term	• Not taught this term	• Not taught this term
Dance	Dance	Dance	Dance
• Not taught this term	• Not taught this term	• Not taught this term	• Not taught this term
Gymnastics	Gymnastics	Gymnastics	Gymnastics
<ul style="list-style-type: none"> • I perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement • I experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group • I create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end • I create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape • I develop my flexibility, strength, control, technique, and balance • I find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement 		<ul style="list-style-type: none"> • I explore, improvise, and combine movement ideas fluently and effectively • I use skills in different ways, performing confidently, with clarity and a sense of rhythm • I combine and perform gymnastic actions, shapes, and balances more fluently and effectively • I use combinations of dynamics using the space effectively • I develop my own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence • I perform movements accurately with a sense of rhythm • I make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation 	

Summer			
Cogs: Physical and Fitness			
Year 3	Year 4	Year 5	Year 6
Core (Multi-ability Focus) Physical – Quick off the mark, Copy your partner, Cone Transfer & Hoop limbo. Fitness – Tunnels, Ball chasing combinations, Balance transfer, Mirror Challenge (beam)	Core (Multi-ability Focus) Physical – Quick off the mark, Adapt and respond, Cone Transfer, Front support hockey. Fitness – Tunnels, Team strategy challenges, Balance transfer, Keep away the intercept	Core (Multi-ability Focus) Physical – Jump ball, Jump/Rotate/Balance Fitness – Throlf & Scatter Ball.	Core (Multi-ability Focus) Physical – Basketball Fitness – Cricket & Rounders

<ul style="list-style-type: none"> • I maintain a good 'ready position' (bend knees and wide base) • I move feet, rather than stretch, to get to the ball • 	<ul style="list-style-type: none"> • I take my 'centre of gravity' forwards to help me move quickly • I bend my knees to help slow down and stay balanced • I re-establish balance as quickly as I can 	<ul style="list-style-type: none"> • I focus on keeping in balance and controlling landings • I keep centre of gravity forward when combining jumps • I Keep my head up and scan ahead when combining jumps 	<ul style="list-style-type: none"> • I try to make one movement flow into the next • I try to combine and control jumps with throws to extend myself •
Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills
<ul style="list-style-type: none"> • Reaction/response • In the ready position, I start quickly and accelerate by pushing off hard with feet • I react and move early to give me time to get balanced • I extend front leg across body and bend knees to enable me to stop quickly and get into balanced position • Floorwork • I keep back straight and flat • I keep legs straight and stretched out • I keep hands in line with shoulders and complete slowly • Ball chasing • I accelerate by pushing off hard with feet and driving arms from 'hips to lips' 	<ul style="list-style-type: none"> • Reaction/response • I start quickly and accelerate by pushing off hard with feet and looking forwards • I take up a ready position with knees bent and feet apart (front to back) • I bend the knee on 'catching leg' and take weight back to enable me to stop quickly • (core muscles) tight and back straight • Floorwork • I keep back straight and flat/ tummy up • I Keep legs straight and stretched out and breathe slowly • I Keep core muscles tight and posture aligned • Ball chasing 	<ul style="list-style-type: none"> • One leg balance • I Keep my centre of gravity over my base of support • Jumping and landing • I pick a spot to focus on when I jump and turn • I adjust centre of gravity to keep it over base of support when using the ball • Sending and receiving • I adopt a 'ready position' and communicate with partner so I know when they are ready • I focus on accuracy and speed of passes/throws • I Keep this going in a circuit for 30 seconds • Ball chasing • When facing partner, I turn with a reverse pivot, bend knees and push off 	<ul style="list-style-type: none"> • One leg balance • When reaching, I may need to stretch my other arm and leg back to counter balance • Jumping and landing • I swing my arms to help gain height and use them to help balance on landing • I bend my knees on take-off and landing and use arms to help me balance • I Keep centre of gravity over base of support on landing • Sending and receiving • I think about whether I need to control the ball with my feet first/let the tennis ball bounce • I focus on accuracy and speed of passes/volleys • With a partner, simultaneously volley a tennis ball with a racket and pass a ball along the ground

<ul style="list-style-type: none"> • I bend knees as I allow the ball to go through my legs • I keep watching the ball and concentrate on timing so I arrive at the right time • I move my feet quickly to get in the collecting position in good time • Stance • I keep feet a shoulder width apart and knees bent • I keep weight on balls of feet • I keep back straight, head up and look forward at a focus point 	<ul style="list-style-type: none"> • I slow down to get into position • I run well past the ball to give me more time • I get into a stable position as early as I can • I move feet quickly to get into the collecting position • Stance • I keep head up looking forward • I use smooth, controlled movements by twisting body to catch the ball 	<ul style="list-style-type: none"> • When facing away from partner, use peripheral vision to spot the ball and react quickly 	<p>for 30 seconds maintaining the quality of each movement</p> <ul style="list-style-type: none"> • Ball chasing • I move quickly by bending knees and pushing off • I try to spot the ball and react as quickly as possible
Athletics	Athletics	Athletics	Athletics
<ul style="list-style-type: none"> • I apply and develop a broad range of athletic skills in different ways • I show control, coordination and consistency when running, throwing, and jumping • I combine basic jump actions to form a jump combination, using a controlled jumping technique • I compete with others and record points • I control movements and body actions in response to specific instructions Jump for height and distance with control and balance • I run at different speeds according to event and instruction • I throw a variety of objects using different recognised throws • I throw more accurately and over greater distances • Run as part of a relay team • I show differences between sprinting and running speeds over a variety of distances • I throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone 	<ul style="list-style-type: none"> • I run, jump, catch, and throw in isolation and combination • I combine and perform skills with control • I communicate, collaborate, and compete with others. Working effectively as part of a team • I demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment • I select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed • I work effectively as part of a team • I successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests • I can sustain pace over shorter and longer distances such as running 100m and running for 2 minutes • I can explore a range of baton handling activities and attempt to receive in restricted area • I perform a range of jumps in different activities 		

<ul style="list-style-type: none"> I compete in running, jumping and throwing activities and compare my own performance with previous 		<ul style="list-style-type: none"> Run as part of a team in relay style events and demonstrate max effort pace I choose appropriate run up distance as an individual for athletic jumps I use appropriate pace for different running distances I demonstrate improvement when working with self and others 	
Dance	Dance	Dance	Dance
<ul style="list-style-type: none"> Not taught this term 	<ul style="list-style-type: none"> Not taught this term 	<ul style="list-style-type: none"> Not taught this term 	<ul style="list-style-type: none"> Not taught this term
Gymnastics	Gymnastics	Gymnastics	Gymnastics
<ul style="list-style-type: none"> Not taught this term 	<ul style="list-style-type: none"> Not taught this term 	<ul style="list-style-type: none"> Not taught this term 	<ul style="list-style-type: none"> Not taught this term