

Strands of Physical Education

Dance	Gymnastics	Games	Athletics
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EYFS - NURSERY AND RECEPTION

EYFS	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Go up steps and stairs, or climb up apparatus, using alternate feet Skip, hop, stand on one leg and hold a pose for a game like musical statues Use large-muscle movements to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves, or in teams Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks 		
Reception	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Develop overall body-strength, balance, coordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball 		
Statutory ELG: Being Imaginative and Expressive	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs 		



Statutory ELG: Gross Motor Skills	<ul style="list-style-type: none">● Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music● Negotiate space and obstacles safely, with consideration for themselves and others● Demonstrate strength, balance and coordination when playing● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Vocabulary	

YEAR 1

YEAR 1	Autumn	Spring	Summer
Vocabulary			
N.C. Coverage	<p>Perform dances using simple movement patterns.</p> <p>Dance - Moving Words (Cambs SoW Part 1)</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Fundamental Year 1 Unit 1 (Cambs SoW Part 1)</p> <p>Fundamentals Year 1 Unit 2 (Cambs SoW Part 2)</p> <p>Gymnastics Rock and Roll (Cambs SoW)</p>	<p>Perform dances using simple movement patterns.</p> <p>Dance - Weather (Cambs SoW)</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Playground games (resource pack)</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Gymnastics (Cambs SoW Jumping Jacks)</p> <p>Multi Skill Festival 1 (Cambs SoW)</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Playground Games (resource pack)</p> <p>Trust, trails and Teamwork (Cambs SoW)</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Sports Day practice (School's own)</p> <p>Circus Skills (Resource pack)</p>
Physical Skills and Concepts	I can copy and explore basic body patterns and movements		
	I can remember simple dance steps and perform them in a controlled manner		
	I can vary the dynamics, levels, speed and direction of my phrase/motif		
	I can safely perform teacher led warm-ups and can describe others' work		
	I can copy and explore basic gymnastics and actions with some control and coordination		
	I can select and link basic gymnastics actions together		
	I can watch and discuss my own and others' work		



	I can safely perform a teacher led warm-up and cool down and I can use space safely showing an awareness of others	
	I can stop a ball with basic control	
	I can send a ball in the direction of another person and collect the ball	
	I can take part in sending and receiving activities with a partner	
	I can talk about exercising, safety and short time effects of exercise	
Enrichment	Hula Hoop Challenge/Week Santa Dash Friendship run Sports Stacking Week	

YEAR 2

YEAR 2	Autumn	Spring	Summer
Vocabulary			
N.C. Coverage	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Gymnastics- Points of Contact (Year 2 SoW)</p> <p>Fundamentals Year 2 Unit 1 (Cambs SoW)</p> <p>Fundamentals Year 2 Unit 2 (Cambs SoW)</p> <p>Perform dances using simple movement patterns.</p> <p>Dance - Magical Friendships (Cambs SoW)</p>	<p>Perform dances using simple movement patterns.</p> <p>Dance - Great Fire of London (Cambs SoW)</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>KS1 Generic Multi- skills festival (Resource Pack)</p> <p>Gymnastics - Ball, Tall, Wall (Cambs Sow)</p> <p>Circus Skills revisited (Resource Pack)</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Skipping (Resource pack)</p> <p>Sports Day practice</p> <p>KS1 Generic Multi- skills festival (Resource Pack)</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Teamwork games (Resource Pack)</p>
Physical Skills and Concepts	I can perform with control and coordination		
	I can respond imaginatively to a variety of stimuli		
	I can vary the dynamics, levels, speed and direction of my phrase/motif		
	I can discuss my own and others' work with simple vocabulary. I understand the need for warm up and cool down		
	I can copy, remember, explore and repeat a variety of basic gymnastic actions with control and cooperation		
	I can select and link basic gymnastics actions into fluent short movement phrases		
	I can identify and describe the difference between my own and others' work		
	I can handle large apparatus safely and I can explain the need for a warm-up and cool down recognising what is happening to my body during		



	exercise		
	i can stop/ catch / strike a ball with control and accuracy		
	I can pass a ball to someone else and receive a ball when moving		
	I can take part in conditioned games with opponents		
	I understand about exercising, being safe and the short time effect of exercise		
Enrichment	Hula Hoop Challenge/Week Santa Dash Friendship run Sports Stacking Week		

YEAR 3

YEAR 3	Autumn	Spring	Summer
Vocabulary			
N.C. Coverage	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Sports Stacking (resource pack)</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Invasion games - Ball on the ground (football focus)</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Gymnastics - Patterns and Pathways (Cambs Sow)</p>	<p>Perform dances using a range of movement patterns</p> <p>Dance Solar System (Cambs Sow)</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Dodgeball (Lesson Plans) Net Games - Tennis (Cambs SoW)</p> <p>Perform dances using a range of movement patterns</p> <p>Dance - Machines (Cambs SoW)</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Skipping (Resource Pack)</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Striking and fielding Cambs SoW - Cricket</p> <p>Sports day practise (Schools own)</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Athletics - Challenges (Cambs Sow)</p>
Physical Skills and Concepts	I can improvise freely on my own and with a partner		
	I can translate ideas from a variety of stimuli into movement		



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	I can compare, develop and adapt movement motifs to create longer dances. i can use dance vocabulary to compare and improve my work.		
	I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health.		
	I can copy, remember, explore and repeat gymnastic actions with consistent control, coordination, quality and clarity		
	I can select and link gymnastic actions fluently into longer movement phrases and can apply basic compositional ideas		
	I can describe my own and others' work noting similarities and differences and I can make suggestions for improvements		
	I can work safely, handling a range of hand, small and large apparatus and I can recognise changes in my body giving reasons why PE is good for health		
	I can control, strike, catch a ball whilst moving and keep possession with some accuracy		
	I can accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending		
	I am beginning to influence the conditioned games with opponents. I can describe what others do well		
	I can talk about why it is important to warm up/ cool down and lead a partner through short warm up routines		
	I can run at speed appropriate to the distance I am running		
	I can jump accurately from a standing position and I can take a running jump		
	I can demonstrate a range of throwing actions using a variety of objects		
	I can recognise change in heart rate, temperate and breathing rate during exercise		
Enrichment	Hula Hoop Challenge/Week Santa Dash Friendship run Sports Stacking Week	KS2 Pentathlon - targeting SEN children	

YEAR 4

YEAR 4	Autumn	Spring	Summer
Vocabulary			
N.C. Coverage	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Sports Stacking (resource pack)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Invasion games - Ball on the ground (football focus)</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Gymnastics - Principles of Balance (Cambs SoW)</p> <p>Swim competently, confidently and proficiently over a distance of at least 25</p>	<p>Perform dances using a range of movement patterns</p> <p>Dance Cold Places (Cambs SoW) Dance - Rugby and the Haka (Cambs SoW)</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Dodgeball (Lessons plan)</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Net Games - Tennis (Cambs SoW)</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Outdoor and adventurous activities- Co-operation, Communication and Consideration (Cambs SoW)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Striking and fielding Cambs SoW - Cricket</p> <p>Pentathlon (Cambs SoW)</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



	<p>metres <i>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i> <i>Perform safe self-rescue in different water-based situations.</i></p> <p>Swimming (Sessions at The Hive)</p>		Sports Day Practice
Physical Skills and Concepts	I can improvise freely on my own and with a partner		
	I can translate ideas from a variety of stimuli into movement		
	I can compare, develop and adapt movement motifs to create longer dances. i can use dance vocabulary to compare and improve my work.		
	I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health.		
	I can copy, remember, explore and repeat gymnastic actions with consistent control, coordination, quality and clarity		
	I can select and link gymnastic actions fluently into longer movement phrases and can apply basic compositional ideas		
	I can describe my own and others' work noting similarities and differences and I can make suggestions for improvements		
	I can work safely, handling a range of hand, small and large apparatus and I can recognise changes in my body giving reasons why PE is good for health		
	I can control, strike, catch a ball whilst moving and keep possession with some accuracy		
	I can accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending		
	I am beginning to influence the conditioned games with opponents. I can describe what others do well		
	I can talk about why it is important to warm up/ cool down and lead a partner through short warm up routines		
	I can run at speed appropriate to the distance I am running		
	I can jump accurately from a standing position and I can take a running jump		
I can demonstrate a range of throwing actions using a variety of objects			



	I can recognise change in heart rate, temperate and breathing rate during exercise		
Enrichment	Hula Hoop Challenge/Week Santa Dash Friendship run Sports Stacking Week	KS2 Pentathlon	

YEAR 5

YEAR 5	Autumn	Spring	Summer
Vocabulary			
N.C. Coverage	<p>Perform dances using a range of movement patterns Dance On the Beach (Cambs SoW)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Invasion Games Cambs SoW - Tag Rugby</p> <p>Invasion Games Football (Cambs SoW)</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Gymnastics - Pair Composition (Cambs SoW)</p>	<p>Perform dances using a range of movement patterns Dance Styles (Cambs SoW)</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Use running, jumping, throwing and catching in isolation and in combination Fitness Circuits (Resource Pack)</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Gymnastics - Press and Go (Cambs SoW)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team Ball Handling Skills Bee Netball (Cambs SoW)</p>	<p>Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Badminton (Planning)</p> <p>Heptathlon (Cambs SoW)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Sports Day practise (schools own)</p> <p>Striking and fielding Cambs SoW - Cricket</p>



Physical Skills and Concepts	I can demonstrate precision, control and fluency in response to stimuli		
	I can vary dynamics and develop actions with a partner or as a part of a group		
	I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness.		
	I can modify my performance and that of others. I can organise myself to warm-up safely.		
	I can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, coordination, quality and clarity		
	I can select and link increasingly complex gymnastics actions fluently into individual, part and group sequences and can apply a variety of compositional ideas		
	I can identify and act upon criteria to refine, improve and modify gymnastic actions and sequences		
	I can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body		
	I can control, catch, send and receive a ball accurately whilst moving and keeping to the rules		
	I can move with a ball in opposed situations (quicksticks/football) and attack and defend in a small sided game		
	I can take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance		
	I understand and can use principles of exercise activities for warming up and recognising how exercise is good for health.		
	I can improve and austin different running technique at different speeds in a variety of athletic events		
	I can demonstrate accuracy and technique in a range of throwing and jumping actions		
	I can identify and explain what makes a good athletic performance. I can explain how to improve technique in a variety of events		
	I understand how to work safely, I recognise changes in my body. I can give reasons why PE is good for my health.		
Enrichment	Hula Hoop Challenge/Week Y5/6 Tag Rugby tournament- Witchford Sports Partnership Santa Dash Friendship run Sports Stacking Week	KS2 Pentathlon East Cambs Spring Games Festival- Witchford Sports partnership	Sports Day

YEAR 6

YEAR 6	Autumn	Spring	Summer
Vocabulary			
N.C. Coverage	<p>Perform dances using a range of movement patterns Dance - Football (Cambs SoW)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Invasion Games Tag Rugby (Cambs SoW)</p> <p>Gymnastics Body Symmetry (Cambs SoW) Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Fitness Circuits (Resource Pack)</p>	<p>Perform dances using a range of movement patterns Dance Why Bully Me? (Cambs SoW)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Invasion Games Hockey (Cambs SoW) and Ball Handling Skills Cambs SoW - Bee Netball</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Gymnastics Group Work (Cambs SoW)</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Outdoor and adventurous activities- Co-operation, Communication and Consideration (Cambs SoW)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Decathlon (Cambs SoW)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>



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			<p><i>principles suitable for attacking and defending</i> <i>Take part in outdoor and adventurous activity challenges both individually and within a team</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p>Sports Day practise (schools own)</p> <p>Teamwork/Friendship Games</p>
Physical Skills and Concepts	I can demonstrate precision, control and fluency in response to stimuli		
	I can vary dynamics and develop actions with a partner or as a part of a group		
	I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness.		
	I can modify my performance and that of others. I can organise myself to warm-up safely.		
	I can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, coordination, quality and clarity		
	I can select and link increasingly complex gymnastics actions fluently into individual, part and group sequences and can apply a variety of compositional ideas		
	I can identify and act upon criteria to refine, improve and modify gymnastic actions and sequences		
	I can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body		
	I can control, catch, send and receive a ball accurately whilst moving and keeping to the rules		
	I can move with a ball in opposed situations (quicksticks/football) and attack and defend in a small sided game		
	I can take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance		
	I understand and can use principles of exercise activities for warming up and recognising how exercise is good for health.		



	I can improve and austin different running technique at different speeds in a variety of athletic events		
	I can demonstrate accuracy and technique in a range of throwing and jumping actions		
	I can identify and explain what makes a good athletic performance. I can explain how to improve technique in a variety of events		
	I understand how to work safely, I recognise changes in my body. I can give reasons why PE is good for my health.		
Enrichment	Hula Hoop Challenge/Week Y6 Tag Rugby Schools Festival- Ely Tigers Santa Dash Friendship run Sports Stacking Week	KS2 Pentathlon East Cambs Spring Games Festival- Witchford Sports partnership	Sports Day



Appendix 1

Physical Education programmes of Study; Key stages 1 and 2

https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY_national_curriculum_-_Physical_education.pdf

Cambridgeshire Scheme of Work for Physical Education Ladder of Learning in PE

<https://drive.google.com/file/d/1TFY5zmZO9ria1HV3ewSw9xHjpTByL7IF/view?usp=sharing>

Cambridgeshire Scheme of Work for Physical Education- Assessment criteria

<https://drive.google.com/file/d/1TFY5zmZO9ria1HV3ewSw9xHjpTByL7IF/view?usp=sharing>