# EYFS YR

#### Physical Development: Moving and Handling

#### 30-50 months

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting sped or direction to avoid obstacles.
- Stands momentarily on one foot when shown
- Catches a large ball.
- Draws lines and circles using gross motor movements.
- Uses one handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using whole hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters. E.g. letters from their name

# 40-60 months

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows preference for a dominant hand.
- Begins to use anticlockwise movements and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

# ELG (Expected)

• Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

# ELG (Exceeding)

- Hops confidently and skips in time to music. Demonstrates good control of body when using large or small apparatus.
- Holds paper in position and uses their preferred hand for writing, using a correct pencil grip. Begins to write on lines and control letter size.

Year 1 and	Year 1 and 2 Term 2	Year 1 and	Year 1 and 2	Year 1 and 2	Year 1 and
2 Term 1		2 Term 3	Term 4	Term 5	2 Term 6
Learning	Learning Objectives	<u>Learning</u>	<u>Learning</u>	Learning	<u>Learning</u>
<b>Objectives</b>	for the term.	<b>Objectives</b>	<b>Objectives</b>	Objectives for the	Objectives
for the	Games	<u>for the</u>	for the term.	<u>term.</u>	<u>for the</u>
<u>term.</u>	Jumping and running	<u>term.</u>	Gymnastics	Gymnastics/Games	<u>term.</u>
Games	/moving	Dance	I can control	Net and wall	Striking
Throwing	I can control my	l move to	y body when	Short tennis	and
and	body when	music.	travelling	I can throw	Fielding
catching	travelling and	I сору	and	underarm.	
I can throw	balancing	dance	balancing	I hit a ball with a	
underarm.	I repeat actions and	moves	I make my	bat.	l use
	skills.		body curled,		hitting,

I move andsstop safely.cI throw andIcatch withgboth hands.II copyI	decide the best space to be in during a game. use tactic in a game. follow rules. copy and remember actions.	I perform my own dance moves. I make up a short dance. I move safely in a space. I change rhythm, speed, level and direction in my dance. I dance with control and co- ordination. I make a sequence by linking sections together. I Use dance to show a mood or feeling.	tense, stretched and relaxed. I copy sequences and repeat them. I roll, curl, travel and balance in different ways. I plan and perform a series of movements. I work on my own and with a partner. I copy and remember actions.	I use equipment safely. I improve my sequence based on feedback. I think of more than one way to create a sequence which follows some rules. I talk about what is different from what I did and what someone else did.	kicking and/or rolling in a game. I throw and kick in different ways. I decide the best space to be in during a game. I use tactic in a game. I use tactic in a game. I follow rules. I copy and remember actions.
Year 3 and Y	Year 3 and 4 Term 2	Year 3 and	Year 3 and 4	Year 3 and 4	Year 3 and
4 Term 1		4 Term 3	Term 4	Term 5	4 Term 6
Invasion	<u>Gymnastics</u>	Net/Wall	Dance	Strike/ Field	Athletics
Games		games		games	
-	Learning Objectives		<u>Learning</u>		
		Learning		Learning	<u>Learning</u> Objectives
<u>Learning</u> Objectives	for the term.	<u>Learning</u> Objectives	<b>Objectives</b>	<u>Learning</u> Objectives for the	<b>Objectives</b>
<u>Objectives</u>	for the term.	<b>Objectives</b>		Objectives for the	Objectives for the
Objectives for the F	for the term. Floor shapes:	Objectives for the	Objectives for the term.		<b>Objectives</b>
<u>Objectives</u>	for the term. Floor shapes: Front, back,	<b>Objectives</b>	Objectives for the term. Can select	Objectives for the	Objectives for the
Objectives for the F	for the term. Floor shapes:	Objectives for the	Objectives for the term.	Objectives for the term.	Objectives for the term.
Objectives for the F term.	for the term. loor shapes: Front, back, side support Crab and	Objectives for the term.	<u>Objectives</u> for the term. Can select appropriate	Objectives for the term.	Objectives for the term.
Objectives for the term.	for the term. loor shapes: Front, back, side support Crab and bridge	Objectives for the term.	Objectives for the term. Can select appropriate movements	Objectives for the term.	Objectives for the term. I can overarm
Objectives for the term. I can change	for the term. Floor shapes: Front, back, side support Crab and bridge	Objectives for the term. I can underarm	Objectives for the term. Can select appropriate movements and actions	Objectives for the term.	Objectives for the term. I can overarm throw for
Objectives for the term.FI can change direction byF	for the term. Floor shapes: Front, back, side support Crab and bridge V-sit	Objectives for the term.	Objectives for the term. Can select appropriate movements and actions which match	Objectives for the term. I can overarm throw in a general direction.	Objectives for the term.
Objectivesfor theterm.I canchangedirection bybending my	for the term. Floor shapes: Front, back, side support Crab and bridge V-sit Shoulder	Objectives for the term. I can underarm throw in a general	Objectives for the term. Can select appropriate movements and actions which match	Objectives for the term. I can overarm throw in a general direction. I can underarm	Objectives for the term.

pass with correct technique in a general direction.Movements: Side Roll to kneesmall balls when a beginning a beginning hounced with a prompt.balls when bounced with a prompt.30 - 59cm.1 can strike from the from the from the from the from the from the in a general direction.Teddy Bear Rollwith a prompt.I can strike can explore to wo to a ball (self- can strike change a general direction.I can strike a ball (self-bowled) in a general direction.I can strike sprintI can kick from the technique in a general direction.Apparatus: straight Jump S Stra Jump s Stra Jump s Stra Jump v Waking on the bench benchI can strike a general direction.Can link basic movements patterns.I can sprint straight Jump bowled) in a general direction.I can strike sprint to seek.I can strike sprint straight Jump straight Jump straightI can strike a general direction.Can perform basic travels, gestures, turns, jumps and contol.I can form the sprint straightI can walk straight with ball at feet - controlled.V-sit on the benchCan perform basic floor shapesCan perform and contol.I can chest to seek.By the end of YEAR 3 children MUST be able to: Skip on the spot.Straidlaren MUST be able to: Skip on the spot.Can remember and perform short dance movement patterns.I can chest to seek.Perform a torward roll.Perform a forward roll.Perform a short dance. to shy thist running for a sh	l can chest	Basic Floor	I can catch	movement	I can catch small	Distance:		
correct technique in a general direction.Side Roll to Knee na general direction.when Knee bounced bounced with a prompt.bounced with a prompt.1 can kick from the from the direction.I can strike a ball (self- bowled) in a general direction.I can strike a ball general direction.I can strike a to self-bowled) in a general direction.I can strike a ball (self- together to bowled) in movements a ball (self- together to bowled) in rereta simple a dations a general direction.I can strike a dations and a general direction.I can strike a dations a ball (self- together to bowled) in rereta simple a dations gestures, turns, jumps and balances with some composure and perform short dance movement patterns.I can strike a dations together to together to to						30 - 59cm.		
technique in a general direction.       Knee       bounced redy Bear       and end.       prompt.       I can Jump for Height Som /         L can kick from the from the from the from the foor width       • Forward Roll       I can strike a ball (self- bowled) in a general       I can strike a ball (self-bowled) in a actions and movements.       I can strike a ball (self-bowled) in a general direction.       I can strike a ball (self- bowled) in a general direction.       I can movements and actions a ball (self- bowled) in a general direction.       I can movements and ball (self- bowled) in a general direction.       I can movements and balances with some composure and control.       I can chest push more and control.         I can walk straight with ball at feet – controlled.       • Walking on the bench bench bench       I can basic floor shapes       Can remember and control.       I can chest push more and control.         By the end of YEAR 3 children MUST be able to: Skip on the spot.       Can remember and perform short dance movement patterns.       I can chest push more and control.         Perform a forward roll.       Perform a soriety of jumps from apparatus landing on both feet.       Perform a soriety of jumps from apparatus landing on both feet.         Perform a variety of jumps from apparatus landing on both feet.       Perform a jump half turn.	•			•				
in a general direction. <ul> <li>Teddy Bear Roll</li> <li>Forward Roll</li> <li>Diving</li> <li>Forward Roll</li> <li>Diving</li> <li>Can strike</li> <li>Can strike</li> <li>Can strike a ball</li> <li>(self-bowled) in a general direction.</li> <li>Apparatus:</li> <li>Mounting the vauit</li> <li>Straight Jump</li> <li>Walking on the bench</li> <li>Straight Jump</li> <li>Walking on the bench</li> <li>Straight Jump</li> <li>Straight Jump</li> <li>Basic floor shapes</li> <li>Straight Jump</li> <li>Basic floor shapes</li> <li>Straight Jump</li> <li>Basic floor</li> <li>Straight Jump</li> <li>Basic floor</li> <li>Straight Stravels, gestures, turns, Jump</li> <li< td=""><td></td><td></td><td></td><td></td><td></td><td>l can Jump</td></li<></ul>						l can Jump		
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I can kick from the from the foor with ecorrect technique in a general• Forward Roll i can strike a ball (self- bowled) in a general direction.• how to change actions and movements.I can strike a ball (self-bowled) in a general direction.10-14cmi con trike in a general direction.Apparatus: within 13- in a general direction.I can strike a general direction.I can kick a football from the floor less than 10m.• Straight Jump • Straddle Jump • Pike Jump • Pike Jump • V-sit on the bench with ball at feet - controlled.• Star Jump • Stradie Jump • Visit on the benchCan perform basic travels, gestures, turns, jumps and balances with some composure and control.I can strike a ball (self- bowled) in a general direction.By the end of YEAR 3 children MUST be able to: Skip on the spot.Can remember and perform short dance movement patterns.Can remember and perform short dance movement patterns.I can strike a ball (self-bowled) in a general direction.Py the end of YEAR 3 children MUST be able to: Skip on the spot.Can remember and perform short dance movement patterns.Can remember and perform short dance movement patterns.Py the end of YEAR 4 children MUST be able to: Skip whilst running for a short distance.Can remember and perform a variety of jumps from apparatus landing on both feet. </td <td>-</td> <td>•</td> <td></td> <td>Can explore</td> <td></td> <td>-</td>	-	•		Can explore		-		
1 can kick from the floor with correct technique in a general direction.       • Diving Forward Roll       1 can strike a ball (self- bowled) in a general direction.       (self-bowled) in a general direction.       1 can sprint         Apparatus:       • Mounting the vault       a general direction.       Can link basic movements.       within 13- in dations         1 can krike direction.       • Mounting the vault       I can strike a general direction.       Can link basic movements       within 13- in dations         1 can krike football       • Mounting the vault       I can strike a general direction.       Can link basic movements       in dations         1 can krike football       • Star Jump       a general direction.       Can perform basic travels, gestures, turns, jumps       I can 60m         • V-sit on the bench       • V-sit on the bench       • V-sit on the bench       Can perform basic travels, gestures, turns, jumps       I can chest composure and control.       I can chest composure and control.         Basic floor shapes       • A sapes       Can remember and perform short dance movement patterns.       I can chest composure         By the end of YEAR 3 children MUST be able to: Skip whilst running for a short distance.       Can remember and perform short dance movement patterns.       I can chest composure         Perform a torward Rolland a backwards roll.       Perform a torward Rolland a backwards roll.       Perform short dance movement       I can chest compo		-	p. cp.		I can strike a ball			
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floor with correct technique direction.       • Backward Roll Backward Roll       bowled) in a general direction.       movements.       sprint         Apparatus:       • Mounting the vault       i can strike a ball (self- tootball       Can link basic movements       10 secs.         I can kick a football       • Starajght Jump       I can strike a ball (self- bowled) in a general direction.       I can strike a ball (self- together to       I can         * Starajght Jump       • Stara Jump       a general direction.       movements       10 secs.         * I can kika a football       • Stara Jump       a general a general direction.       movements       10 accs.         * Valition       • Straddle Jump       • Straddle Jump       i can strike a gestures,       movement within       2:30-2:01.         * V-sit on the bench       • V-sit on the bench       gestures,       turdle gestures,       within 25- turns, jumps         * Mage       • Basic floor shapes       • Can       remember and balances       I can chest composure         * By the end of YEAR 3 children MUST be able to:       Skip on the spot.       Can       remember and perform short dance       I can         By the end of YEAR 4 children MUST be able to:       Skip whilst running for a short distance.       Skip whilst running for a short distance.       Skip whilst running for a short distance.         Cath		U U		-		Lcan		
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technique in a general direction.       Apparatus: • Mounting the vault       direction.       Can link basic movements and actions       within 13- movements together to create simple         1 can kick a football from the floor less       • Straight Jump • Straddle Jump • Straddle Jump • Pike Jump • Pike Jump • Vestion the bench * V-sit on the bench * Basic floor shapes       1 can strike a ball (set) together to create simple movement patterns.       1 can vestions * Overheat * Voether to create simple * Straddle Jump • Pike Jump * Vestion the bench * Voether to bench * Basic floor shapes       Can perform basic travels, gestures, with some composure and balances * With some composure and control.       I can chest push more and control.         By the end of YEAR 3 children MUST be able to: Skip on the spot. Catch a large ball from 5m away. Hop on one foot.       Can remember and perform short dance movement patterns.       Can remember and perform short dance movement patterns.         Perform a teddy bear roll.       Perform a short distance. Catch a large ball from 5m away. Hop on each foot.       Fertorm a variety of jumps from apparatus landing on both feet. By the end of YEAR 4 children MUST be able to: Skip whist running for a short distance. Catch a large ball from 10m away. Hop on each foot.       Fertorm a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet.			-					
in a general direction.       Mounting the vault       movements a ball (self- together to together together together together together together together together together together together together together together together together together together toge		Ammonatura	•	Can link basic				
direction. vault i can strike and actions straight Jump bowled) in create simple o Straight Jump a general direction. From the Straddle Jump direction. Pike Jump • Walking on the bench bowled) in create simple vithin road the bench bowled) in create simple vithin Pike Jump • Walking on the bench bowled in the bench bo								
I can kick a football fom the foor lessStraight Jump stradle Jumpa ball (self- bowled) in a general a general movementI can 400mfoor lessTuck Jump • Straddle Jumpa general a general movementmovement patterns.2:30-2:01.if can walk straight with ball at feet - controlled.• V-sit on the benchCan perform basic travels, gestures, turns, jumpsI can 60m Hurdle with some and balancesif can walk straight with ball at feet - controlled.• V-sit on the benchcan perform basic travels, gestures, turns, jumpsI can chest push more and balancesbench shapes• Basic floor shapes• Can remember and control.I can chest composure and control.By the end of YEAR 3 children MUST be able to: Skip on the spot. Catch a large ball from 5m away. Hop on one foot.Can remember and perform short dance movement patterns.Perform a tedy bear roll. Perform a variety of jumps from apparatus landing on both feet. By the end of YEAR 4 children MUST be able to: Skip whilst running for a short distance. Catch a large ball from 10m away. Hop on each foot.Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from appara	-	-	l can strike			10 0000		
I can kick a football from the floor less       • Star Jump Tuck Jump • Tuck Jump • Straddle Jump • Straddle Jump • Walking on the bench • Walking on the bench • V-sit on the bench • Basic floor shapes       • Can perform basic travels, gestures, turns, jumps • and balances • and balances • and control.       • I can 60m Hurdle • Uran 60m • Hurdle gestures, • Within 25- • 18 secs. • 18 secs. • 18 secs. • 18 secs. • 18 secs.	un cettorn.					Lcan		
football from the floor less       • Star Jump Tuck Jump       a general direction.       movement patterns.       within 2:30-2:01.         floor less than 10m.       • Pike Jump       Can perform basic travels, within 25- turns, jumps       I can 60m Hurdle         I can walk the bench       • V-sit on the bench       gestures, turns, jumps       I can chest push more and balances         with ball at feet - controlled.       • Basic floor shapes       • Can emember and control.       I can chest push more and control.         By the end of YEAR 3 children MUST be able to: Skip on the spot. Catch a large ball from 5m away. Hop on one foot.       Can remember and perform short dance movement patterns.         Perform a teddy bear roll.       Perform a teddy bear roll.       Perform a short distance. Catch a large ball from 10m away. Hop on each foot.         Perform a teddy bear roll.       Perform a short distance. Catch a large ball from 10m away. Hop on each foot.       Ball from 10m away. Hop on each foot.         Perform a variety of jumps from apparatus landing on both feet. By the end of YEAR 4 children MUST be able to: Skip whilst running for a short distance.         Catch a large ball from 10m away. Hop on each foot.       Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet.         Perform a variety of jumps from apparatus landing on both feet.       Perform a jump half turn.	I can kick a	• ·	-	-				
from the floor less than 10m.       • Tuck Jump Straddle Jump       direction.       patterns.       2:30-2:01.         floor less than 10m.       • Pike Jump       Can perform basic travels, gestures, turns, jumps       I can 60m basic travels, gestures, turns, jumps       I can 60m Hurdle within 25- 38 secs.         i can walk straight with ball at feet - controlled.       • V-sit on the bench       turns, jumps       18 secs.         and balances       and balances       1 can chest composure       push more and control.       1 can chest push more and control.         bench       Shapes       Can remember and perform short dance movement patterns.       I can 60m         By the end of YEAR 3 children MUST be able to:       Can remember and perform short dance       I can chest push more and perform         By the end of YEAR 3 children MUST be able to:       Skip on the spot.       Catch a large ball from 5m away.         Hop on one foot.       Perform a tody bear roll.       Perform a tody bear roll.         Perform a variety of jumps from apparatus landing on both feet.       By the end of YEAR 4 children MUST be able to:         Skip whilst running for a short distance.       Catch a large ball from 10m away.         Hop on each foot.       Perform a variety of jumps from apparatus landing on both feet.         Perform a variety of jumps from apparatus landing on both feet.       Perform a variety of jumps from apparatus landing on both feet. <td></td> <td>•</td> <td>-</td> <td></td> <td></td> <td></td>		•	-					
floor less       • Stradble Jump       ·         than 10m.       • Pike Jump       Can perform         i can walk       • Walking on       basic travels,         straight       • V-sit on the       turns, jumps         with ball at       • Perform a basic floor       with some         controlled.       • Can       remember         and control.       • Can       remember         and perform       short dance       movement         patterns.       patterns.       patterns.         By the end of YEAR 3 children MUST be able to:       Skip on the spot.         Catch a large ball from 5m away.       Hop on one foot.         Perform a torward roll.       Perform a variety of jumps from apparatus landing on both feet.         By the end of YEAR 4 children MUST be able to:       Skip whilst running for a short distance.         Catch a large ball from 10m away.       Hop on each foot.         Perform a torward roll.       Perform a torward Rolland a backwards roll.         Perform a orariety of jumps from apparatus landing on both feet.       Perform a variety of jumps from apparatus landing		<ul> <li>Tuck Jump</li> </ul>	-					
than 10m.Pike JumpCan performI can 60mI can walk straightWalking on the benchbasic travels, gestures, turns, jumpsHurdle within 25- 18 secs.with ball at feet - controlled.Basic floor shapesand balances with some and control.I can chest push more and control.By the end of YEAR 3 children MUST be able to: Skip on the spot.Can remember and perform short dance movement patterns.Can remember and perform short dance movement patterns.By the end of YEAR 3 children MUST be able to: Skip on the spot.Perform a forward roll.Perform a teddy bear roll.Perform a short distance. Can beat of YEAR 4 children MUST be able to: Skip whilst running for a short distance. Catch a large ball from 10m away.Hop on each foot.Perform a teddy bear roll.Perform a torvard Rolland a backwards roll.Perform a forward Rolland a backwards roll.Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a variety of jumps from apparatus landing on both feet. Perform a jump half turn.		<ul> <li>Straddle Jump</li> </ul>	unection.	patterns.		2.30-2.01.		
<ul> <li>Walking on the bench</li> <li>V-sit on the bench</li> <li>Washing on the bench</li> <li>V-sit on the bench</li> <li>Basic floor</li> <li>Basic floor</li> <li>Basic floor</li> <li>Shapes</li> <li>Composure</li> <li>and balances</li> <li>I can chest push more</li> <li>and control.</li> <li>I can chest push more</li> <li>and control.</li> <li>I can chest</li> <li>push more</li> <li>and perform</li> <li>short dance</li> <li>movement</li> <li>patterns.</li> </ul> By the end of YEAR 3 children MUST be able to: Skip on the spot. Catch a large ball from 5m away. Hop on one foot. Perform a teddy bear roll. Perform a torward Rolland a backwards roll. Perform a forward Rolland a backwards roll. Perform a variety of jumps from apparatus landing on both feet. Perform a forward Rolland a backwards roll. Perform a variety of jumps from apparatus landing on both feet. Perform a forward Rolland a backwards roll. Perform a jump half turn.		<ul> <li>Pike Jump</li> </ul>		Con porform		L can 60m		
I can walk straight with ball at feet -       • V-sit on the bench       gestures, turns, jumps       within 25- 18 secs.         it can chest bench       and balances       it can chest composure       it can chest push more         controlled.       Basic floor       with some       I can chest composure         and control.       Can       remember         and perform short dance       and perform       short dance         By the end of YEAR 3 children MUST be able to:       Skip on the spot.       it and perform         Skip on the spot.       Easter roll.       Perform a forward roll.       Perform a variety of jumps from apparatus landing on both feet.         By the end of YEAR 4 children MUST be able to:       Skip whilst running for a short distance.       Skip whilst running for a short distance.         Catch a large ball from 10m away.       Hop on each foot.       Perform a forward Rolland a backwards roll.         Perform a forward Rolland a backwards roll.       Perform a variety of jumps from apparatus landing on both feet.         Perform a jump half turn.       Perform a jump half turn.       Perform a pump half turn.		<ul> <li>Walking on</li> </ul>		-				
straight with ball at feet – controlled.       • V-sit on the bench       turns, jumps and balances       18 secs.         e       Basic floor shapes       and balances       I can chest composure and control.       I can chest push more and control.         B       F       Basic floor shapes       Can       remember and perform short dance movement patterns.       I can chest push more and control.         By the end of YEAR 3 children MUST be able to:       Skip on the spot.       Can         Catch a large ball from 5m away.       movement patterns.       Image: Step of the spot.         Perform a forward roll.       Perform a variety of jumps from apparatus landing on both feet.       By the end of YEAR 4 children MUST be able to:         Skip whilst running for a short distance.       Catch a large ball from 10m away.       Hop on each foot.         Perform a forward Rolland a backwards roll.       Perform a forward Rolland a backwards roll.       Perform a variety of jumps from apparatus landing on both feet.         Perform a jump half turn.       Perform a jump half turn.       Standard Sta	L can walk	the bench						
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Perform a jump half turn.				g on hoth feet				
Follow a dance routine.	-							
		le routile.						

Year 5	Year 5 Term 2	Year 5	Year 5 Term	Year 5 Term 5	Year 5	
Term 1		Term 3	4		Term 6	
Title of the	Title of the Term:	Title of	Title of the	Title of the Term:	Title of	
Term:	Gymnastics	the Term:	Term:	Strike and Field	the Term:	
Invasion		Net/Wall	Dance	Games	Athletics	
Games	Learning Objectives	Games				
	for the term.		Learning	Learning		
Learning	Floor Shapes:	Learning	Objectives	<b>Objectives for</b>	Learning	
Objectives	Levers	Objectives	for the term.	the term.	Objectives	
for the	One Foot Balances	for the	Composition:		for the	
term.	(Y&T)	term.	Explore	l can overarm	term.	
I can chest	Headstand	l can	Structure	throw accurately		
pass	Handstand	underarm	Develop	to a static partner	l can 75m	
accurately		throw to	Link	5-15m away	within 20-	
to a static	Floor Movement:	hit a large			16 secs	
partner	Forward Roll	target	Performance:	I can underarm		
5m+ away	Dive Forward Roll	from 5-	Physical Skill	throw to hit a	l can	
	Backward Roll	10m	and	large target from	600m	
I can catch	Cartwheel		Audience	5-10m	within	
medium		I can catch	Movement		5:00-3:31	
size balls	Apparatus:	small balls	Memory	I can catch small		
when	Half Turn Straight	when		balls when	I can Jump	
thrown at	Jump	underarm	Appreciation:	underarm thrown	for Height	
different	Full Turn Straight	thrown	Give	accurately	30-34cm	
heights and	Jump	accurately	Feedback			
directions	Basic Floor Shapes		Respond to	I can strike a ball,	I can Jump	
	on the Bench	I can strike	Feedback	when bowled	for	
l can	Variety of Jumps on	a ball,		underarm,	Distance:	
change	the Bench	when		between 5-10m	150 —	
direction	Leap on the Bench	bowled			179cm	
with ball at		underarm,				
feet –		accurately			I can chest	
controlled					push 4-6m	
l can					l can 60m	
complete					Hurdle	
26-30					within 25–	
sprints in					18 secs	
60 secs					Loon	
					l can	
					overarm throw for	
					power 26- 30m	
					5011	
By the end of	YEAR 5 children MUST	be able to:				
Skip whilst running for a 20m.						

	nge of one foot balance rward Rolland a backwa				
	riety of jumps from app		g on both feet		
	mp half turn and full tur		g on both leet.		
	a short dance routine.	n jump.			
Year 6	Year 6 Term 2	Year 6	Year 6 Term	Year 6 Term 5	Year 6
Term 1		Term 3	4		Term 6
Title of the	Title of the Term	Title of	Title of the	Title of the Term	Title of
Term	Gymnastics	the Term	Term	Strike & Field	the Term
Invasion	Gymnastics	Net/Wall	Dance	Games	Athletics
Games	Learning Objectives	Games	banoe	Curres	, teme troo
	for the term.		Learning	Learning	Learning
Learning		Learning	Objectives	Objectives for	Objectives
Objectives	Floor shapes: Front	Objectives	for the term.	the term.	for the
for the	and Back Support	for the			term.
term.	Pair/Trio	term.	Composition:	l can overarm	
	Balances		Explore	throw accurately	I can 75m
l can	Planche & Frog	I can strike	Structure	to a static partner	within 15-
complete	Balance	a ball,	Develop	16-30m away	12 secs
31+ sprints	Y Balance & T	during a	Link		
in 60 secs	Balance	rally of		I can underarm	l can
	Headstand &	hits, with	Performance:	throw a small ball	600m
l can chest	Handstand	some	Physical Skill	to a static partner	within
pass		accuracy	and	(5-10m) with	3:30-2:31
accurately	Floor Movement:	and	Audience	accuracy	
to a moving	Forward Roll	control	Movement		I can Jump
partner	Diving Forward Roll		Memory	I can catch small	for Height
	Backward Roll	I can catch		balls when	35-39cm
I can catch	Cartwheel	small balls	Appreciation:	thrown at	
consistently	A	when	Give	different speeds,	I can Jump
when I am	Apparatus:	thrown at	Feedback	directions and	for
moving	Star & Tuck Jump Straddle & Pike	different	Respond to Feedback	heights	Distance: 150 –
I can kick a	Jump	speeds, directions	FEEUDACK	I can strike a ball,	130 – 179cm
football	<sup>1</sup> ⁄ <sub>2</sub> Turn and Full Turn	and		when bowled	1/5011
from the	Jump Turn	heights		underarm,	I can chest
floor 25-	Jumps on the Bench	neights		between 11-20m	push 6-8m
35m	Leaping on the	l can			
-	Bench	underarm			I can 60m
I can avoid	Climbing up and	throw to			Hurdle
obstacles	down	hit a large			within 17-
and change	Traversing/Sideways	target			14 secs
direction	2 & 3 Point Hold	from 5-			
with		10m			l can
control					overarm
					throw for
					power 30
					- 34m
					- 34m

By the end of YEAR 6 children must: Catch consistently whilst moving.

Perform an assisted balance in a routine.

Give feedback to other children highlighting ways to improve based upon their knowledge of PE. Achieve the KS2 assessment criteria for swimming.