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| **Year Group** | **AUT 1** | **AUT 2** | **SPR 1** | **SPR 2** | **SU 1** | **SU 2** |
| **R**  **New EYFS Profile** | Physical Development  Gross Motor Skills  Children at the expected level of development will:   * 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.   Expressive Arts and Design  Being Imaginative and Expressive  Children at the expected level of development will:   * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music   Balance and Co-Ordination- Balanceability – September 19/9/22  Children will have the opportunity to develop their balance skills with the aim of becoming confident cyclists by the end of the year. | | | | | |
| **Y1**  **Y2** | ***Ongoing:***  Personal, Social and Emotional Development  Managing Self  Children at the expected level of development will:   * Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge * Explain the reasons for rules, know right from wrong and try to behave accordingly * Manage their own basic hygiene and personal needs, including dressing.   Building Relationships  Children at the expected level of development will:   * Work and play cooperatively and take turns with others. | | **Games, Gym and Dance**  Perform dances using simple movements (external coach provision)  Participate in team games, developing simple tactics for attacking and defending.  Develop flexibility, strength, technique control and balance | | **Athletics and Tennis**  Master basic movements including, running, jumping, throwing and catching, as well as developing balance, agility, and cooperation, and begin to apply these in a range of situations  Play competitive (modified) games | |
| ***Ongoing:*** Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. | | | | | |
| **Y3**  **Y4** | **Invasion Games, Team Building and Fitness**  Apply basic principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate improvement to achieve their personal best  Take part in outdoor and adventurous activity challenges both individually and within a team | | **Games, Dance and Gymnastics**  Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  Develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns | | **Athletics, Cricket and Games**  Develop flexibility, strength, technique, control and balance  Compare their performances with previous ones and demonstrate improvement to achieve their personal best  Use running, jumping, throwing and catching in isolation and in combination and play competitive games, modified where appropriate | |
| **Y5**  **Y6** | **Games, Team Building and Fitness**  Invasion Games  Netball  Hockey  Circuits | | **Gymnastics, Games and Dance**  Striking Fielding  Cricket  Dance  Carnival! | | **Athletics, Swimming and Games**  Striking/Fielding  Rounders  Net and Wall  Tennis  Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations | |