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| **Year Group** | **AUT 1** | **AUT 2** | **SPR 1** | **SPR 2** | **SU 1** | **SU 2** |
| **R****New EYFS Profile** | Physical DevelopmentGross Motor SkillsChildren 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 DesignBeing Imaginative and ExpressiveChildren 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 19/9/22Children 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 DevelopmentManaging SelfChildren 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 RelationshipsChildren 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 situationsPlay 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 defendingCompare their performances with previous ones and demonstrate improvement to achieve their personal bestTake 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 defendingDevelop flexibility, strength, technique, control and balancePerform dances using a range of movement patterns | **Athletics, Cricket and Games**Develop flexibility, strength, technique, control and balanceCompare their performances with previous ones and demonstrate improvement to achieve their personal bestUse 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 GamesNetballHockeyCircuits | **Gymnastics, Games and Dance**Striking FieldingCricketDanceCarnival! | **Athletics, Swimming and Games**Striking/FieldingRoundersNet and WallTennisSwim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectivelyPerform safe self-rescue in different water-based situations |