

Year A						
Key stage: 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Intent of study</b>	<p><b>Intent:</b> To help children enjoy trying out different ways of moving their bodies, so they become more aware of how their bodies work, feel confident in exploring new movements, and develop their creativity and coordination through fun and playful activities.</p> <p><b>Focus:</b> Exploring movement</p>					
<b>practical focus</b>	Galactic explorers	Super student school	Going to the zoo	A pirate's life for me	The enchanted forest	Going to the zoo 2
<b>Concept</b>	Preparation for PE	Friendship	Movement patterns	Personal, Social & Emotional Development	Self esteem	Movement patterns 2
<b>Discovering and exploring movement</b>	<ul style="list-style-type: none"> <li>• Timing</li> <li>• Rhythm</li> <li>• Expression</li> <li>• Control</li> <li>• Spatial awareness</li> <li>• Unison</li> <li>• Canon</li> <li>• Mirroring</li> <li>• Pathways</li> <li>• Dynamics</li> <li>• Levels</li> <li>• Gestures</li> <li>• Balance</li> <li>• Isolation</li> <li>• Transitions</li> <li>• Balancing</li> <li>• Rolling</li> <li>• Jumping</li> <li>• Landing</li> <li>• Travelling</li> <li>• Stretching</li> <li>• Turning</li> <li>• Weight on hands</li> <li>• Body tension</li> <li>• Coordination</li> <li>• Sequencing</li> <li>• Shape making</li> <li>• Inversion</li> <li>• Linking movements</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to lead and follow in activities</li> <li>• Listening actively to others' ideas</li> <li>• Giving clear and supportive instructions</li> <li>• Using positive body language and eye contact</li> <li>• Working together to plan and perform sequences or solve challenges</li> <li>• Encouraging teammates and celebrating effort</li> <li>• Offering praise and positive feedback</li> <li>• Helping peers who feel nervous or unsure</li> <li>• Staying calm and kind in challenging moments</li> <li>• Being patient while others learn new skills</li> <li>• Solving group challenges cooperatively (e.g. orienteering, routines)</li> <li>• Taking shared responsibility for group success</li> <li>• Respecting others' ideas and compromising when needed</li> <li>• Trusting partners in physical tasks (e.g. spotting, blindfold walks)</li> <li>• Mirroring and matching movements with a partner or group</li> <li>• Performing synchronised or co-created routines</li> <li>• Using timing and spatial awareness to support others</li> <li>• Working safely with shared equipment or apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Mirroring</li> <li>• Matching</li> <li>• Contrasting</li> <li>• Canon</li> <li>• Unison</li> <li>• Group formations (circles, lines, clusters)</li> <li>• Shared pathways (weaving, following, leading)</li> <li>• Counterbalances</li> <li>• Partner balances</li> <li>• Weight-sharing</li> <li>• Group locomotion (e.g. linked movement)</li> <li>• Rhythm-based sequences</li> <li>• Turn-taking in movement</li> <li>• Spatial awareness in shared tasks</li> <li>• Cooperative transitions</li> <li>• Body puzzles and joint shapes</li> <li>• Synchronised movement flow</li> <li>• Trust-based lifts or leans</li> <li>• Team-based pattern creation</li> </ul>	<ul style="list-style-type: none"> <li>• Building positive relationships through cooperation and trust <ul style="list-style-type: none"> <li>• Managing emotions during challenge, competition, and performance</li> <li>• Showing empathy and respect for others' ideas and feelings</li> <li>• Developing confidence and a sense of belonging</li> <li>• Communicating clearly and listening actively in groups</li> <li>• Responding to setbacks with resilience and optimism</li> <li>• Supporting peers and accepting support from others</li> <li>• Taking responsibility for personal behaviour and wellbeing</li> <li>• Valuing teamwork, fairness, and shared success</li> <li>• Reflecting on experiences to build self-awareness and growth</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Setting and achieving personal goals</li> <li>• Recognising and celebrating effort and progress</li> <li>• Accepting praise and feedback with confidence</li> <li>• Taking pride in new challenges and trying again after mistakes</li> <li>• Participating positively in group tasks and performances</li> <li>• Encouraging and supporting others</li> <li>• Speaking confidently about personal strengths</li> <li>• Managing emotions in success and failure</li> <li>• Showing resilience and self-belief</li> <li>• Valuing individual contributions in team settings</li> </ul>	<ul style="list-style-type: none"> <li>• Mirroring and matching movements</li> <li>• Synchronising timing and rhythm</li> <li>• Contrasting complementary movements</li> <li>• Changing levels, speed, and direction</li> <li>• Using and sharing space safely</li> <li>• Coordinating shapes and balances</li> <li>• Combining locomotor skills in sequences</li> <li>• Leading and following in groups</li> <li>• Communicating non-verbally through movement</li> <li>• Taking turns initiating patterns</li> <li>• Trusting partners in shared moves</li> <li>• Supporting and adapting to teammates</li> <li>• Creating inclusive group patterns</li> <li>• Transitioning smoothly between movements</li> <li>• Reflecting and refining as a team</li> </ul>

Year B						
Key stage: 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Intent of study</b>	Intent: Focus:					
<b>Sport/practical focus</b>	Dodgeball	Net and wall	Gymnastics	Outdoor adventurous activities.	Athletics	Striking and fielding
<b>Concept</b>	Preparation for PE	Friendship	Movement patterns	Personal, Social & Emotional Development	Self esteem	Failure
<b>Introduction for structured PE in KS2</b>	<ul style="list-style-type: none"> <li>• Throwing (accuracy, power, overarm/underarm technique)</li> <li>• Catching (timing, soft hands, positioning)</li> <li>• Dodging (side-step, duck, roll)</li> <li>• Agility (quick changes of direction)</li> <li>• Balance and coordination</li> <li>• Reaction time</li> <li>• Jumping and safe landing</li> <li>• Spatial awareness</li> <li>• Decision-making under pressure</li> <li>• Tactical thinking (offensive and defensive strategies)</li> <li>• Communication and teamwork</li> <li>• Resilience and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating clearly and respectfully with partners and opponents</li> <li>• Taking turns and sharing roles fairly</li> <li>• Cooperating to develop tactics and strategies</li> <li>• Encouraging and supporting teammates</li> <li>• Showing empathy and helping others improve</li> <li>• Managing conflict and resolving disagreements calmly</li> <li>• Demonstrating good sportsmanship and respect for others</li> <li>• Accepting wins and losses with grace</li> <li>• Listening actively to others' ideas and feedback</li> <li>• Reflecting on personal behaviour and its impact on group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Walking in various directions and levels</li> <li>• Running with control</li> <li>• Skipping, hopping, galloping, and leaping</li> <li>• Rolling (forward roll, backward roll, log roll, teddy bear roll)</li> <li>• Jumping and landing (straight, tuck, star, straddle, half/full turns)</li> <li>• Balancing (one-foot, knee, partner, apparatus-based)</li> <li>• Handstands</li> <li>• Headstands</li> <li>• Shoulder stands</li> <li>• Cartwheels</li> <li>• Round-offs</li> <li>• Bridge</li> <li>• Front and back walkovers</li> <li>• Front and back handsprings</li> <li>• Static holds (dish, arch, plank, arabesque, scale, Y-balance)</li> <li>• Transitions and linking movements (step-outs, pivots, turns)</li> <li>• Controlled mounting and dismounting from apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-confidence and self-esteem</li> <li>• Resilience and perseverance</li> <li>• Emotional regulation</li> <li>• Motivation and goal-setting</li> <li>• Effective communication</li> <li>• Active listening</li> <li>• Empathy and understanding others</li> <li>• Trust-building</li> <li>• Teamwork and collaboration</li> <li>• Leadership and initiative</li> <li>• Conflict resolution</li> <li>• Decision-making and problem-solving</li> <li>• Responsibility and accountability</li> <li>• Risk assessment and safety awareness</li> <li>• Adaptability and flexibility</li> <li>• Respect for others and the environment</li> <li>• Time management and organisation</li> <li>• Positive attitude and mindset</li> <li>• Coping with challenge and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• Running with control and different speeds (jogging, sprinting)</li> <li>• Jumping for height and distance using different techniques</li> <li>• Throwing for distance and accuracy with safe equipment</li> <li>• Balancing and coordinating body movements</li> <li>• Working as a team in relay races and passing batons smoothly</li> <li>• Using positive self-talk to encourage yourself during activities</li> <li>• Setting personal goals to improve your own performance</li> <li>• Trying again after mistakes and learning from them</li> <li>• Celebrating small improvements and effort, not just winning</li> <li>• Supporting and encouraging teammates during activities</li> <li>• Reflecting on what you did well and being proud of your progress</li> </ul>	<ul style="list-style-type: none"> <li>• Timing and coordination in striking the ball</li> <li>• Adjusting technique after missed or poorly executed strikes</li> <li>• Recovering quickly from errors or missed opportunities</li> <li>• Maintaining focus and concentration despite failure</li> <li>• Catching and fielding accurately under pressure</li> <li>• Correcting misfields and bad throws with composure</li> <li>• Adapting bowling/throwing accuracy after mistakes</li> <li>• Resilience to bounce back from mistakes and setbacks</li> <li>• Growth mindset to see failure as a learning opportunity</li> <li>• Self-reflection to analyze and improve from errors</li> <li>• Emotional regulation to manage frustration and disappointment</li> </ul>

						<ul style="list-style-type: none"><li>• Effective communication and team support after errors</li><li>• Staying calm and focused for the next play after failure</li><li>• Persistence in practicing skills despite setbacks</li><li>• Positive attitude toward challenges and repeated attempts</li></ul>
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