



Inquiry 1

Physical Development: Gross Motor -
How can you move carefully inside and outside?
How can you move around these obstacles?
Can you use the scissors/ paintbrush/ cutlery competently?

Inquiry 2

Physical Development: Gross Motor -
How can we move in a range of ways?
How can we move quickly and slowly while dancing?
Can you make tall shapes and small shapes?
Can you balance to make a shape?

Inquiry 3

Physical Development: Gross Motor -
How can you climb under, over and through the trees in the outside area?
Can you move quickly and slowly when negotiating space?

Inquiry 4

Physical Development: Gross Motor -
How can you run, hop and jump around the objects and obstacles in the outdoor environment?
How can you move carefully over and around small objects?
How can you move large loose parts safely when building houses?

Inquiry 5

Physical Development: Gross motor:
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.
Keep going! How will you overcome difficulties?
How will you move fluently, over, under and through apparatus?
National Curriculum: Athletics: How will you link a run and jump?

Inquiry 6

Physical Development: 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.
National Curriculum: Athletics: How will you alter the speed and direction when running?



Inquiry 1

Invasion

- Develop fundamental movement skills in a variety of games.
- Engage in competitive situations with some attacking and defending skills.
- Become increasingly competent and confident with fundamental movement skills.
- Develop simple tactics in game situations.
- To practice basic movements including running, jumping, throwing and catching.
- To begin to engage in competitive activities.
- To experience opportunities to improve agility, balance and coordination.
- To recognise rules and apply them in competitive and cooperative games.
- Use and apply simple strategies for invasion games.
- Preparing for, and explaining reasons why we enjoy, exercise

Inquiry 2

Dance

- Extend coordination, flexibility and balance.
- Perform short, simple movement patterns.
- Watch others and say what they liked about a performance.
- Become increasingly confident in simple body actions and shapes.
- Choose and develop simple actions independently and apply to movement pattern.
- Respond to a range of stimuli and types of music.
- Explore space, direction, levels and speeds.
- Experiment creating actions and performing movements with different body parts.
- Able to build simple movement patterns from given actions.
- Compose and link actions to make simple movement phrases.
- Respond appropriately to supporting concepts such as canon and levels.

Inquiry 3

Gymnastics

- Mastering basic movements and developing agility, balance and coordination.
- To extend performance in movement patterns and sequences.
- Mastering basic movements and develop agility, balance and coordination.
- Extending performance in movement patterns and sequences.
- Identify and use simple gymnastics actions and shapes.
- Apply basic strength to a range of gymnastics actions.
- Begin to carry basic apparatus such as mats and benches.
- To recognise actions and link.
- To perform a variety of basic gymnastics actions showing control.
- To introduce turn, twist, spin, rock and roll and link these into movement patterns.
- To perform longer movement phrases and link with confidence.

Inquiry 4

Net and Wall

- Extend co-ordination for hitting.
- Participate in simple sending and receiving games.
- Score points through sending balls using hitting skills to correct areas.
- Extend co-ordination to send and return balls.
- Participate in simple sending and receiving games.
- Score points through sending balls using hitting skills to correct areas.
- Able to send an object with increased confidence using hand or bat.
- Move towards a moving ball to return.
- Sending and returning a variety of balls.
- Develop sending skills with a variety of balls.
- Track, intercept and stop a variety of objects such as balls and beanbags.
- Select and apply skills to beat opposition.

Inquiry 5

Striking and Fielding

- Extend agility and coordination through throwing, catching and retrieving.
- Participate in simple hit, catch and run games.
- Score points through sending balls and running.
- Extend agility and coordination through throwing, catching and retrieving.
- Participate in simple hit, catch and run games.
- Score points through sending balls and running.
- Able to hit objects with hand or bat.
- Track and retrieve a rolling ball.
- Throw and catch a variety of balls and objects.
- Develop sending and receiving skills to benefit fielding as a team.
- Distinguish between the roles of batters and fielders.
- Introduce the concept of simple tactics.

Inquiry 6

Athletics

- Engage in competitive activities against self and others.
- Master basic running, jumping and throwing skills.
- Pupils will begin to link running and jumping.
- To learn and refine a range of running which includes varying pathways and speeds.
- Develop throwing techniques to send objects over long distances.



Inquiry 1

Invasion

- Develop eye to foot coordination.
- Participate in increasingly challenging games situations.
- Apply agility, balance and coordination to a range of ball skills.
- Participate in increasingly challenging games situations.
- Participate in team games development simple tactics for attacking and defending.
- Can send a ball using feet and can receive a ball using feet.
- Refine ways to control bodies and a range of equipment.
- Recall and link combinations of skills, e.g. dribbling and passing.
- To select and apply a small range of simple tactics.
- Recognise good quality in self and others.
- To work with others to build basic attacking play.

Inquiry 2

Net and Wall

- Participate in modified net/wall games.
- Combine isolated skills e.g. moving towards a ball to make contact.
- Compete against self and others to score points.
- Be able to track the path of a ball over a net and move towards it.
- Begin to hit and return a ball using a variety of hand and racquet with some consistency.
- Play modified net/wall games throwing, catching and sending over a net.

Inquiry 3

Striking and Fielding

- Develop eye to hand coordination for hitting.
- Participate in striking and fielding game situations.
- To developing hitting skills with a variety of bats.
- Practice feeding/bowling skills.
- Hit and run to score points in games.
- Work on a variety of ways to score runs in different hit, catch, run games.
- Work in teams to field.
- Begin to play the role of wicket keeper or backstop.

Inquiry 4

Gymnastics

- Become increasingly competent and confident in fundamental agility, balance, and coordination (ABC) in relation to gymnastic activity.
- Develop and perform simple sequences.
- Become increasingly competent and confident in fundamental ABC in relation to gymnastic activity.
- Develop and perform simple sequences.
- Describe and explain how performers can transition and link gymnastic elements.
- Perform with control and consistency basic actions at different speeds and on different levels.
- Challenge themselves to develop strength and flexibility.
- Create and perform a simple sequence that is judged using simple gymnastic scoring.
- Develop body management through a range of floor exercises.
- Use core strength to link recognized gymnastics elements, e.g., back support and half twist.
- Attempt to use rhythm whilst performing a sequence.

Inquiry 5

Dance

- Become increasingly competent and confident in fundamental basic ABC in relation to dance activity.
- Develop and perform simple movement patterns.
- Develop competence.
- To perform a simple movement pattern (motif) in a given formation.
- Describe and explain how performers can transition and link shapes and balances.
- Perform with control and consistency basic actions at different speeds and on different levels.
- Challenge themselves to move imaginatively responding to music.
- Work as part of a group to create and perform short movement sequences to music.
- Perform using more sophisticated formations as well as an individual.
- Explore relationships through different dance formations.
- Explain the importance of emotion and feeling in dance.
- Use the stimuli to copy, repeat and create dance actions and motifs.

Inquiry 6

Athletics

- Develop agility in running.
- Participate in competitions for running, jumping and throwing.
- Develop power, agility, coordination and balance over a variety of activities.
- Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.
- Can negotiate obstacles showing increased control of body and limbs.



Inquiry 1

Football

- Play in competitive games using basic attacking principles.
- Master basic movements including: sprinting, change of direction and coordination of the feet.
- Work collaboratively to use basic tactics to attack.
- Able to show basic control skills including sending and receiving the ball.
- To send the ball with some accuracy to maintain possession and build attacking play.
- To implement the basic rules of football.

Inquiry 2

Dance

- Develop and perform simple routines.
- Perform to an audience.
- Practise different sections of a dance aiming to put together a performance.
- Perform using facial expressions.
- Perform with a prop.

Inquiry 3

Gymnastics

- Devise simple sequences using compositional ideas.
- Master basic movements including leaping, jumping, balancing and stretching.
- Work collaboratively to adapt, change and improve individual sequences.
- Perform with control and confidence a range of basic actions.
- Develop a broader range of new actions.
- Work individually to improve a sequence.
- Modify actions independently using different pathways, directions and shapes.
- Consolidate and improve the quality of movements and gymnastics actions.
- Relate strength and flexibility to the actions and movements they are performing.
- To use basic compositional ideas to improve sequence work—unison.
- Identify similarities and differences in sequences.
- Develop body management over a range of floor exercises.
- Attempt to bring explosive moves in to floor work through jumps and leaps.
- Show increasing flexibility in shapes and balances.

Inquiry 4

Netball

- Play in competitive games developing simple tactics.
- Master basic movements including running, throwing and catching.
- Work collaboratively to use basic tactics for attacking play.
- To be able to perform basic netball skills such as passing and catching using recognized throws.
- To use space effectively to build attacking play.
- To implement the basic rules of netball.

Inquiry 5

Rounders

- Play in competitive games developing simple tactics.
- Master basic movements including running, throwing, catching and striking.
- Work collaboratively to use basic tactics for batting and fielding.
- To be able to play passing and catching simple rounders games.
- To apply some rules to games.
- To develop and use simple rounders skills.

Inquiry 6

Athletics

- Compete against self and others developing simple technique.
- Master basic movements including running, throwing and jumping.
- Work collaboratively and individually to help improve self and others.
- Control movements and body actions in response to specific instructions.
- Demonstrate agility and speed.
- Jump for height and distance with control and balance.
- Throw with speed and power and apply appropriate force.



Inquiry 1

Tennis

- Play competitively against others.
- Work hard to challenge self to improve consistency of shots.
- Implement basic tactics.
- Explore different shots (forehand, backhand).
- Work to return serve.
- Positions in game play.

Inquiry 2

Gymnastics

- Develop strength and Stamina through sustained periods of rigorous activity.
- Practice and implement runs, leaps, jumps and locomotion in more complex sequences.
- Work collaboratively to perform with a partner.
- Perform with control and confidence a range of basic actions.
- Develop a broader range of new actions.
- Work individually to improve a sequence.
- To become increasingly competent and confident to perform skills more consistently.
- Able to perform in time with a partner and group.
- Use compositional ideas in sequences such as changes in height, speed and direction.
- Develop an increased range of body actions and shapes to include in a sequence.
- Define muscles groups needed to support the core of their body.
- Refine taking weight on small and large body parts, for example hand and shoulder.

Inquiry 3

Netball

- Play in competitive games developing stamina and endurance.
- Practise and use running, sprinting and dynamic balance in games.
- Work collaboratively to use basic tactics for defending and attacking.
- Introduce high five netball positions.
- Acquire and apply basic shooting techniques.
- Demonstrate and implement some basic rules of high five.
- Develop netball skill such as marking and footwork.

Inquiry 4

Dance

- Perform routines to audiences.
- Perform using a range of movement patterns and set phrases.
- Work collaboratively in groups.
- Work to include freeze frames in routines.
- Practise and perform a variety of different formations in dance.
- Develop a dance to perform as a group with a set starting position.

Inquiry 5

Athletics

- Compete against self and others developing simple technique.
- Master basic movements including running, throwing and jumping.
- Work collaboratively and individually to help improve self and others.
- Using running, jumping and throwing workstations children investigate in small groups different ways of performing these activities.
- Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.

Inquiry 6

Rounders

- Play in competitive games developing stamina and endurance.
- Practice and use running, sprinting and dynamic balance in games.
- Work collaboratively to use basic tactics and strategies for batting and fielding.
- To develop the range of rounders skills that can apply in a competitive context.
- Choose and use a range of simple tactics in isolation and in a game context.
- Identify different positions in rounders and the roles of those positions.



Inquiry 1

Gymnastics

- Work collaboratively with a partner to perform.
- Compare performance with previous performances.
- Develop flexibility, balance, strength and control.
- Apply a range of complex actions to make sequence.
- Make improvements in own performance from feedback.
- Demonstrate an understanding of how to improve strength and flexibility in starter activity.
- Create longer and more complex sequences and adapt performances.
- Take the lead in a group when preparing a sequence.
- Develop symmetry individually, as a pair and in a small group.
- Compare performances and judge strengths and areas for improvement.
- Select a component for improvement. For example—timing or flow.
- Take responsibility in own warm up including remembering and repeating a variety of stretches.
- Perform more complex actions, shapes and balances with consistency.
- Use information given by others to improve performance.
- Remember and repeat longer sequences with more difficult actions.

Inquiry 2

Dance

- Perform routines to audiences.
- Perform in a variety of dance styles.
- Work collaboratively in groups.
- Perform different styles of dance fluently and clearly.
- Refine & improve dances adapting them to include use of space rhythm & expression.
- Worked collaboratively in groups to compose simple dances.
- Recognise and comment on dances suggesting ideas for improvement.

Inquiry 3

Football

- Play in competitive games developing strength and technique.
- Able to recognise where improvements could be made in their own work.
- Select and combine more complex skills in game situations.
- To play effectively in a variety of positions and formations on the pitch.
- Relate a greater number of attacking and defensive tactics to game play.
- Become more skilful when performing movements at speed.

Inquiry 4

Handball

- Play in competitive games developing strength and technique.
- Able to recognise where improvements could be made in their own work.
- Select and combine more complex skills in game situations.
- To confidently use specific handball skills in games for example: dribbling, blocking, shooting and keeping goal.
- To begin to play effectively in different positions on the pitch in both attack and defence.
- To increase power and strength of passes, moving the ball over longer distances.
- Use a wide range of handball rules consistently.

Inquiry 5

Cricket

- Play in competitive games developing power, flexibility and cardiovascular endurance.
- Able to recognise where improvements could be made in their own work.
- Select and combine more complex skills in game situations.
- Link together a range of skills and use in combination.
- Collaborate as a team to choose, use and adapt rules in games.
- Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.

Inquiry 6

Athletics

- Master basic movements including running, throwing and jumping and identify ways to improve.
- Compete against self and others selecting and applying simple techniques effectively.
- Work collaboratively and individually to help improve self and others.
- Sustain pace over short and longer distances such as running 100m and running for 2 minutes.
- Able to run as part of a relay team working at their maximum speed.
- Perform a range of jumps and throws demonstrating increasing power and accuracy.



Inquiry 1

Tag Rugby

- Play in competitive games developing fluency in skills and techniques.
- Working as a team implementing attacking and defending tactics.
- Compare team performances against other team performance.
- To choose and implement a range of strategies and tactics to attack and defend.
- To combine and perform more complex skills at speed.
- To observe, analyse and recognise good individual and team performances.
- To suggest, plan and lead a warm up as a small group.

Inquiry 2

Netball

- Play in competitive games developing fluency in skills and techniques.
- Work in collaboration to play using different tactics.
- Compare team's performance against others.
- Work as a team to improve group tactics and game play.
- Play within the rules using blocking skills for shots and passes.
- Develop defensive skills.

Inquiry 3

Dance

- Work collaboratively with a partner and in small groups to perform more complex dances.
- Compare performance with previous performances and demonstrate improvement to achieve personal best.
- Develop flexibility, balance, strength and control in a range of dances.
- Work collaboratively to include more complex compositional ideas.
- Develop motifs and incorporate into self composed dances as individuals, pairs & groups.
- Talk about different styles of dance with understanding, using appropriate language & terminology.

Inquiry 4

Gymnastics

- Work collaboratively with a partner and in small groups to perform.
- Compare performance with previous performances and demonstrate improvement to achieve personal best.
- Develop flexibility, balance, strength and control.
- Enjoy communicating and collaborating during group work.
- Perform for sustained periods of time demonstrating strength and stamina.
- Recognise their own success by reflecting upon and evaluating performance.
- Lead group warm up showing understanding of need for strength and flexibility.
- Demonstrate accuracy, consistency and clarity of movement.
- Work independently and in small groups to make up own sequences.
- Arrange own apparatus to enhance work and vary compositional ideas.
- Experience flight on and off of high apparatus.
- Perform increasingly complex sequences.
- Combine own ideas with others to build sequences.
- Compose and practise actions and relate to music.
- Show a desire to improve competency across a broad range of gymnastics actions.

Inquiry 5

Rounders

- Play in competitive games developing fluency in skills and techniques.
- Work in collaboration to apply defensive and attacking tactics.
- Compare team performance against other team performances.
- Apply consistently rounders rules in conditioned games.
- Play small sided games using standard rounders pitch layout.
- Use a range of tactics for attacking and defending in role of bowler, batter and fielder.

Inquiry 6

Athletics

- Compete developing fluency in skills and techniques individually and as part of a team.
- Work in collaboration to apply strategies for maximising speed and distance.
- Compare and contrast team and individual performances across a range of activities.
- Become confident and expert in a range of techniques and recognise their own success.
- Apply strength and flexibility to a broad range of throwing, running and jumping activities.
- Work in collaboration and demonstrate improvement when working with self and others.
- Accurately and confidently judge across a range of activities.



Year 3

Year 4

Year 5

Year 6

OAA

-Take part in outdoor and adventurous activity challenges both individually and within a team.

- To work with others to solve problems.
- To describe their work and use different strategies to solve problems.
- To lead others and be led.
- To differentiate between when a task is competitive and when it is collaborative.

OAA

-Take part in outdoor and adventurous activity challenges developing strength and flexibility.

- Work well in a team or group within defined and understood roles.
- Plan and refine strategies to solve problems.
- Identify the relevance of and use maps, compass and symbols.
- Identify what they do well and suggest what they could do to improve.

OAA

-Compare performance with previous performances.
-Apply a range of skills to complete a task.

- Practise using problem solving skills.**
- Explore ways of communicating in a range of challenging activities.
- Navigate and solve problems from memory.
- Develop and use trust to complete task and perform under pressure.

OAA

-Make improvements in own performance from feedback.
-Use increasingly sophisticated problem solving skills.

- Use information given by others to complete tasks and work collaboratively.
- Undertake more complex tasks.
- Take responsibility for a role in a task.
- Use knowledge of PE and physical activities to suggest design ideas & amendments to games.