



LincolnCarlton
·ACADEMY·

Physical Education Curriculum

September 2025 – July 2026

Intent	<p>At Lincoln Carlton Academy, we believe that Physical Education should be experienced in a safe, supportive yet competitive environment, as this is essential to children’s development both mentally and physically. In turn, we recognise the role that PE plays in promoting a long-term, sustainable, healthy lifestyle that is both enjoyable and fulfilling. As a school we strive to deliver a high-quality curriculum that provides teaching and learning opportunities to inspire children. We will support every child, regardless of their needs, to develop a passion for PE and a healthy lifestyle through well sequenced lessons, incorporating opportunities for children to revisit skills that they have learnt in previous year groups. We encourage children to collaborate, and to develop their team building skills, ready for them to become active and successful citizens in society. We aim to provide them with tools to help keep them safe, such as being able to swim. In addition to this, we aim to provide opportunities for children to compete in sport and other activities to build resilience and confidence and embed other values such as teamwork, fairness, and respect.</p>
Implementation	<p>PE at Lincoln Carlton Academy provides challenging and enjoyable learning through a range of sporting activities including invasion games, net & wall games, strike and field games, gymnastics, dance, swimming, and outdoor & adventure. We use a variety of teaching and learning styles with the main aim to develop children’s knowledge, skills and understanding. We do this through a mixture of whole class teaching and paired or group activities. Teachers use positive reinforcement and children as performance models, which in turn helps the children to evaluate their own work as well as the work of their peers.</p> <p>We have invested our Primary Sports Premium money in the PE scheme GetSet4PE – this scheme includes small steps ensuring that each step/skill is embedded and revisited as the children progress from Early Years Foundation Stage all the way through to year 6. Alongside this, we work with our local secondary schools, school games organiser and local authority to ensure that all areas of the curriculum are met. Pupils participate in two, well-sequenced PE lessons per week, including one hour of swimming in lower Key Stage Two. We also provide a 6-week block of swimming lessons for those in year 6 who have not been able to meet national curriculum requirements. The curriculum planning in PE is carried out in three phases (long-term, medium term and short-term). The long-term planning maps out the PE activities covered in each term during the year. This is devised using previous year’s coverage and in line with the competition calendar.</p> <p>Year 5 and 6 children are invited to put their names forward for sports captains and play leaders. As a new school this helps to develop sporting role models for children in younger year groups, assisting with lunchtime clubs and helping with other events that we put on as a school (such as sports day and after school competitive matches). After school clubs are welcomed here at Lincoln Carlton Academy, we offer both team (competitive), and non-competitive (skill based) clubs. each evening per week. Children in key Stage Two are encouraged to attend sporting events within the wider community, this helps build links and relationships with other children in other schools.</p>
Impact	<p>When children move on from Lincoln Carlton Academy, they will be healthy, resilient learners who demonstrate understanding and oneness, not just in PE, but in all aspects of school life. Children will know how to take responsibility for their own health, both mentally and physically and use PE and sport to relax and enjoy the success of competitive sports. With all of this in place, children will leave Lincoln Carlton Academy growing up to live a happy and healthy life, utilising the skills and knowledge that has been acquired through PE.</p>

Progression Journey: Dance

EYFS

Copy basic body actions and rhythms.

Choose and use travelling actions, shapes and balances.

Travel in different pathways using the space around them.

Begin to use dynamics and expression with guidance.

Begin to count to music.

1

Copy, remember and repeat actions.

Choose actions for an idea.

Use changes of direction, speed and levels with guidance.

Show some sense of dynamic and expressive qualities.

Begin to use counts.

2

Copy, remember and repeat a series of actions.

Select from a wider range of actions in relation to a stimulus.

Use pathways, levels, shapes, directions, speeds and timing with guidance.

Use mirroring and unison when completing actions with a partner.

Show a character through actions, dynamics and expression.

Use counts with help to stay in time with the music.

3

Copy remember and perform a dance phrase.

Create short dance phrases that communicate an idea.

Use canon, unison and formation to represent an idea.

Match dynamic and expressive qualities to a range of ideas.

Use counts to keep in time with a partner and group.

4

Copy, remember and adapt set choreography.

Choreograph considering structure individually, with a partner and in a group.

Use action and reaction to represent an idea.

Change dynamics to express changes in character or narrative.

Use counts when choreographing short phrases.

5

Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.

Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.

Confidently perform choosing appropriate dynamics to represent an idea.

Use counts accurately when choreographing to perform in time with others and the music.

6

Perform dances confidently and fluently with accuracy and good timing.

Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.

Improvise and combine dynamics demonstrating an awareness of the impact on performance.

Use counts when choreographing and performing to improve the quality of work.

Progression Journey: F.M.S



EYFS

1

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6

Run and stop with some control.

Explore skipping as a travelling action.

Jump and hop with bent knees.

Throwing larger balls and beanbags into space.

Balance whilst stationary and on the move.

Change direction at a slow pace.

Explore moving different body parts together.

Attempt to run at different speeds showing an awareness of technique.

Begin to link running and jumping movements with some control.

Jump, leap and hop and choosing which allows them to jump the furthest.

Throw towards a target.

Show some control and balance when travelling at different speeds.

Begin to show balance and co-ordination when changing direction.

Use co-ordination with and without equipment.

Show balance and co-ordination when running at different speeds.

Link running and jumping movements with some control and balance.

Show hopping and jumping movements with some balance and control.

Change technique to throw for distance.

Show control and balance when travelling at different speeds.

Demonstrates balance and co-ordination when changing direction.

Perform actions with increased control when co-ordinating their body with and without equipment.

Show balance, co-ordination and technique when running at different speeds, stopping with control.

Link running, hopping and jumping actions using different take offs and landing.

Jump for distance and height with an awareness of technique.

Throw a variety of objects, changing action for accuracy and distance.

Demonstrate balance when performing other fundamental skills.

Show balance when changing direction in combination with other skills.

Can co-ordinate their bodies with increased consistency in a variety of activities.

Demonstrate how and when to speed up and slow down when running.

Link hopping and jumping actions with some control.

Jump for distance and height showing balance and control.

Throw with some accuracy and power towards a target area.

Demonstrate good balance when performing other fundamental skills.

Show balance when changing direction at speed in combination with other skills.

Begin to co-ordinate their body at speed in response to a task.

Run at the appropriate speed over longer distances or for longer periods of time.

Show control at take-off and landing in more complex jumping activities.

Perform a range of more complex jumps showing some technique.

Show accuracy and power when throwing for distance.

Demonstrate good balance and control when performing other fundamental skills.

Demonstrate improved body posture and speed when changing direction.

Can co-ordinate a range of body parts at increased speed.

Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.

Link running, jumping and hopping actions with greater control and co-ordination.

Perform jumps for height and distance using good technique.

Show accuracy and good technique when throwing for distance.

Show fluency and control when travelling, landing, stopping and changing direction.

Change direction with a fluent action and can transition smoothly between varying speeds.

Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: Games

EYFS

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6

Drop and catch with two hands.

Move a ball with feet.

Throw and roll a variety of beanbags and larger balls to space.

Kick larger balls to space.

Stop a beanbag or large ball sent to them using hands.

Attempt to stop a large ball sent to them using feet.

Hit a ball with hands.

Run and stop when instructed.

Move around showing limited awareness of others.

Make simple decisions in response to a situation.

Drop and catch a ball after one bounce on the move.

Move a ball using different parts of the foot.

Throw and roll towards a target with some varying techniques.

Kick towards a stationary target.

Catch a beanbag and a medium-sized ball.

Attempt to track balls and other equipment sent to them.

Strike a stationary ball using a racket.

Run, stop and change direction with some balance and control.

Recognise space in relation to others.

Begin to use simple tactics with guidance.

Dribble a ball with two hands on the move.

Dribble a ball with some success, stopping it when required.

Throw and roll towards a target using varying techniques with some success.

Show balance when kicking towards a target.

Catch an object passed to them, with and without a bounce.

Move to track a ball and stop it using feet with limited success.

Strike a ball using a racket.

Run, stop and change direction with balance and control.

Move to space to help score goals or limit others scoring.

Use simple tactics.

Dribble the ball with one hand with some control in game situations.

Dribble a ball with feet with some control in game situations.

Use a variety of throwing techniques in game situations.

Kick towards a partner in game situations.

Catch a ball passed to them using one and two hands with some success.

Receive a ball sent to them using different parts of the foot.

Strike a ball with varying techniques.

Change direction with increasing speed in game situations.

Use space with some success in game situations.

Use simple tactics individually and within a team.

Link dribbling the ball with other actions with increasing control.

Change direction when dribbling with feet with some control in game situations.

Use a variety of throwing techniques with increasing success in game situations.

Kick with increasing success in game situations.

Catch a ball passed to them using one and two hands with increasing success.

Receive a ball using different parts of the foot under pressure.

Strike a ball using varying techniques with increasing accuracy.

Change direction to lose an opponent with some success.

Create and use space with some success in game situations.

Use simple tactics to help their team score or gain possession.

Use dribbling to change the direction of play with some control under pressure.

Dribble with feet with some control under increasing pressure.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of kicking techniques with some control under increasing pressure.

Catch and intercept a ball using one and two hands with some success in game situations.

Receive a ball using different parts of the foot under pressure with increasing control.

Strike a ball using a wider range of skills. Apply these with some success under pressure.

Use a variety of techniques to change direction to lose an opponent.

Create and use space for self and others with some success.

Understand the need for tactics and can identify when to use them in different situations.

Use dribbling to change the direction of play with control under pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Select and apply the appropriate kicking technique with control.

Catch and intercept a ball using one and two hands with increasing success in game situations.

Receive a ball with consideration to the next move.

Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

Confidently change direction to successfully outwit an opponent.

Effectively create and use space for self and others to outwit an opponent.

Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Progression Journey: Body Management

EYFS

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6

Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

Remember, repeat and link simple actions together.

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

Choose actions that flow well into one another both on and off apparatus.

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Plan and perform sequences showing control and technique with and without a partner.

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Progression Journey: OAA

EYFS

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Follow simple instructions.

Follow instructions.

Follow instructions accurately.

Follow instructions from a peer and give simple instructions.

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Use clear communication when working in a group and taking on different roles.

Communicate with others clearly and effectively when under pressure.

Share their ideas with others.

Begin to work with a partner and a small group.

Work co-operatively with a partner and a small group, taking turns and listening to each other.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Confidently communicate ideas and listen to others before deciding on the best approach.

Begin to lead others, providing clear instructions.

Confident to lead others and show consideration of including all within a group.

Explore activities making own decisions in response to a task.

Understand the rules of the game and suggest ideas to solve simple tasks.

Try different ideas to solve a task.

Plan and attempt to apply strategies to solve problems.

Plan and apply strategies to solve problems.

Plan and apply strategies with others to more complex challenges.

Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

Make decisions about where to move in space.

Copy a simple diagram/map.

Follow and create a simple diagram/map.

Orientate and follow a diagram/map.

Identify key symbols on a map and use a key to help navigate around a grid.

Orientate a map confidently using it to navigate around a course.

Confidently and efficiently orientate a map, identifying key features to navigate around a course.

Follow a path.

Begin to identify personal success.

Identify own and others' success.

Understand when a challenge is solved successfully and begin to suggest simple ways to improve.

Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

Explain why a particular strategy worked and alter methods to improve.

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

PE and children with Special Educational Needs

The graduated approach handbook for SEND students should be used to provide the simple, everyday strategies that should be employed to support learners in the classroom. The strategies below are aimed more specifically at adapting the PE curriculum for SEND learners.

Use clear and simple language and avoid jargon or overly complex terminology.	Keeping instructions and content straightforward will help them understand better.	In some games, using different zones can create safe playing areas or areas where pupils can be matched by ability.	Provide adapted equipment – eg. balls with a bell inside, scoosh balls, pom poms	Monitor activities and that require mobility and dexterity that some pupils do not have.	Record performance using digital cameras or video and replay it to help improve performance
Use auditory forms of instructions.	Consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids.	Orienteering trails may need the use of sound, touch or different colours to help some pupils with navigation.	Plan for pre-tutoring important PE vocabulary, concepts, processes or skills, for pupils who need it.	Steps and processes to be broken down into easy manageable chunks for pupils to be able to understand and follow.	Simple audio recorders can be used instead of written notes.
Some pupils will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction.	Some pupils (eg pupils with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.	Different forms of communication may be required to give pupils full access to activities such as orienteering – eg verbal prompts, buddy systems or sign language.	Before starting an activity, clarify the rules of any game to be played and set how long it will be played.	Identify specific areas that activities are designed to aid or improve: eg activity A will help with coordination, activity B will improve flexibility.	Use targeted questioning to check the understanding of students.
Consider ways of supporting pupils' recall – eg use a digital camera to capture the various stages of a gymnastic skill for future reference.	In dance, if pupils find it difficult to remember a sequence of movements, work out a system of cues, which give clues as to what comes next. The cues can be in the music, spoken words or additional sounds, etc.				

EYFS

<p>Autumn 1</p>	<p style="text-align: center;">Introduction to Physical Education</p> <p><i>Children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</i></p>	<p style="text-align: center;">Fine Motor Skills</p>
<p>Autumn 2</p>	<p style="text-align: center;">Fundamentals</p> <p><i>Children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</i></p>	<p style="text-align: center;">Fine Motor Skills</p>
<p>Spring 1</p>	<p style="text-align: center;">Gymnastics</p> <p><i>Children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</i></p>	<p style="text-align: center;">Fine Motor Skills</p>
<p>Spring 2</p>	<p style="text-align: center;">Dance</p> <p><i>Children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</i></p>	<p style="text-align: center;">Fine Motor Skills</p>
<p>Summer 1</p>	<p style="text-align: center;">Ball Skills</p> <p><i>In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</i></p>	<p style="text-align: center;">Fine Motor Skills</p>
<p>Summer 2</p>	<p style="text-align: center;">Games</p> <p><i>In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</i></p>	<p style="text-align: center;">Fine Motor Skills</p>

Year 1

<p>Autumn 1</p>	<p style="text-align: center;">Gymnastics</p> <p><i>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</i></p>	<p style="text-align: center;">Fundamentals</p> <p><i>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping, and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</i></p>
<p>Autumn 2</p>	<p style="text-align: center;">Ball Skills</p> <p><i>In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</i></p>	<p style="text-align: center;">Yoga</p> <p><i>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination, and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</i></p>
<p>Spring 1</p>	<p style="text-align: center;">Dance</p> <p><i>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</i></p>	<p style="text-align: center;">Fitness</p> <p><i>In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</i></p>
<p>Spring 2</p>	<p style="text-align: center;">Invasion</p> <p><i>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</i></p>	<p style="text-align: center;">Send and Receive</p> <p><i>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</i></p>
<p>Summer 1</p>	<p style="text-align: center;">Striking and Fielding</p> <p><i>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</i></p>	<p style="text-align: center;">Athletics</p> <p><i>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</i></p>
<p>Summer 2</p>	<p style="text-align: center;">Target Games</p> <p><i>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</i></p>	<p style="text-align: center;">Net and Wall</p> <p><i>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</i></p>

Year 2

<p>Autumn 1</p>	<p style="text-align: center;">Gymnastics</p> <p><i>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</i></p>	<p style="text-align: center;">Team Building</p> <p><i>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</i></p>
<p>Autumn 2</p>	<p style="text-align: center;">Ball Skills</p> <p><i>In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</i></p>	<p style="text-align: center;">Yoga</p> <p><i>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</i></p>
<p>Spring 1</p>	<p style="text-align: center;">Dance</p> <p><i>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</i></p>	<p style="text-align: center;">Balanceability – Scooterwise Programme</p> <p><i>This programme aims to increase the skills and confidence of young people so that they can safely scoot to school. The programme provides a range of appropriate scooting activities that boost skills in this area. The programme champions road safety education and seeks to maximise the safety of all children, including the promotion of correctly fitted helmets.</i></p>
<p>Spring 2</p>	<p style="text-align: center;">Dance</p> <p><i>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</i></p>	<p style="text-align: center;">Net and Wall</p> <p><i>Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</i></p>
<p>Summer 1</p>	<p style="text-align: center;">Sending and Receiving</p> <p><i>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</i></p>	<p style="text-align: center;">Athletics</p> <p><i>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</i></p>
<p>Summer 2</p>	<p style="text-align: center;">Striking and Fielding</p> <p><i>In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</i></p>	<p style="text-align: center;">Fitness</p> <p><i>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</i></p>

Year 3

<p>Autumn 1</p>	<p style="text-align: center;">Football</p> <p><i>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</i></p>	<p style="text-align: center;">Gymnastics</p> <p><i>In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</i></p>
<p>Autumn 2</p>	<p style="text-align: center;">Dance</p> <p><i>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</i></p>	<p style="text-align: center;">Hockey</p> <p><i>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</i></p>
<p>Spring 1</p>	<p style="text-align: center;">Fitness</p> <p><i>Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</i></p>	<p style="text-align: center;">Yoga</p> <p><i>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</i></p>
<p>Spring 2</p>	<p style="text-align: center;">Netball</p> <p><i>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</i></p>	<p style="text-align: center;">Cricket – Delivered alongside Lincolnshire Cricket</p> <p><i>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</i></p>
<p>Summer 1</p>	<p style="text-align: center;">Tag Rugby</p> <p><i>In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</i></p>	<p style="text-align: center;">Athletics</p> <p><i>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</i></p>
<p>Summer 2</p>	<p style="text-align: center;">Rounders</p> <p><i>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</i></p>	<p style="text-align: center;">Tennis</p> <p><i>In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</i></p>

Year 4

<p>Autumn 1</p>	<p style="text-align: center;">Dance</p> <p><i>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</i></p>	<p style="text-align: center;">Football</p> <p><i>Football is an invasion game. In this unit, pupils will develop their understanding of attacking and defending in the context of an invasion game. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football, children do this by maintaining possession and moving the ball towards the goal to score.</i></p>
<p>Autumn 2</p>	<p style="text-align: center;">Gymnastics</p> <p><i>In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</i></p>	<p style="text-align: center;">Hockey</p> <p><i>Hockey is an invasion game. In this unit, pupils will develop their understanding of attacking and defending. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey, children do this by maintaining possession and moving the ball towards the goal to score.</i></p>
<p>Spring 1</p>	<p style="text-align: center;">Handball</p> <p><i>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</i></p>	<p style="text-align: center;">Badminton</p> <p><i>Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</i></p>
<p>Spring 2</p>	<p style="text-align: center;">Netball</p> <p><i>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction</i></p>	<p style="text-align: center;">Cricket – Delivered alongside Lincolnshire Cricket</p> <p><i>Cricket is a striking and fielding game. In this unit, pupils will explore their understanding of striking and fielding. They will expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter.</i></p>
<p>Summer 1</p>	<p style="text-align: center;">Athletics</p> <p><i>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</i></p>	<p style="text-align: center;">Basketball</p> <p><i>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</i></p>
<p>Summer 2</p>	<p style="text-align: center;">Tennis</p> <p><i>Tennis is a net and wall game. In this unit, pupils will develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</i></p>	<p style="text-align: center;">Outdoor Adventurous Activity</p> <p><i>Pupils further develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes.</i></p>

Year 5

Autumn 1	<p style="text-align: center;">Football</p> <p><i>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</i></p>	<p style="text-align: center;">Gymnastics</p> <p><i>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</i></p>
Autumn 2	<p style="text-align: center;">Netball</p> <p><i>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.</i></p>	<p style="text-align: center;">Dance</p> <p><i>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</i></p>
Spring 1	<p style="text-align: center;">Fitness</p> <p><i>Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</i></p>	<p style="text-align: center;">Outdoor Adventurous Activities</p> <p><i>In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.</i></p>
Spring 2	<p style="text-align: center;">Tag Rugby</p> <p><i>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</i></p>	
Summer 1	<p style="text-align: center;">Athletics</p> <p><i>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</i></p>	
Summer 2	<p style="text-align: center;">Rounders</p> <p><i>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</i></p>	

Year 6

Autumn 1	<p style="text-align: center;">Gymnastics</p> <p><i>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</i></p>	<p style="text-align: center;">Handball</p> <p><i>Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.</i></p>
Autumn 2	<p style="text-align: center;">Basketball</p> <p><i>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</i></p>	<p style="text-align: center;">Yoga</p> <p><i>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</i></p>
Spring 1	<p style="text-align: center;">Dance</p> <p><i>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</i></p>	<p style="text-align: center;">Outdoor Adventurous Activities</p> <p><i>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</i></p>
Spring 2	<p style="text-align: center;">Hockey</p> <p><i>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.</i></p>	
Summer 1	<p style="text-align: center;">Athletics</p> <p><i>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</i></p>	<p style="text-align: center;">Tennis</p> <p><i>In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</i></p>
Summer 2	<p style="text-align: center;">Cricket</p> <p><i>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</i></p>	