

PE

Reception Autumn 1: Fundamental Movement Skills	
<p>Key Learning</p> <ul style="list-style-type: none">• Run skillfully• Negotiate space successfully• Handles objects safely and with increasing control and intention• Pick up, carry and put down with care• Use tools to help me manipulate objects• Shows confidence in choosing resources and perseverance in carrying out a chosen activity• Show increasing control over an object• Control my emotions when playing games• Balance on one leg• Move through an obstacle course skilfully• Encourage my teammates whilst I wait my turn• Play games fairly	<p>Vocabulary</p>
<p>Required Prior Knowledge</p>	<p>Endpoint</p> <ul style="list-style-type: none">• Handles objects safely and with increasing control and intention• Shows confidence in choosing resources and perseverance in carrying out a chosen activity• Negotiates space successfully when playing racing and chasing games with other children• Shows confidence in choosing resources and

perseverance in carrying out a chosen activity

**Multiflex
Fundamental Movements**

Running, Skipping, Jumping, Hopping, Side Steps, Hopscotch

Reception Autumn 2: Gym - Rocking and Rolling

Key Learning

- Rock on different body parts
- Perform a sequence of moves where I transfer the weight from one part of my body to another
- Travel from a rock into a roll
- Perform a log and egg roll with control and as part of a sequence.
- Roll sideways and forwards with control
- Perform varieties of pencil rolls
- Jump from low apparatus in different ways
- Rock and roll
- Perform in canon with a partner
- Demonstrate 3 different ways of rolling with good control
- Move from one roll to another by rocking
- Give good feedback to a partner

Vocabulary

Required Prior Knowledge

Endpoint

- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Shows confidence in choosing resources and

	<p>perseverance in carrying out a chosen activity</p> <ul style="list-style-type: none"> • Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms. • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Shows confidence in choosing resources and perseverance in carrying out a chosen activity • Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms.
<p>Multiflex Dance Timing, Rhythm, Confidence</p>	
<p>Reception Spring 1: Dance - Circus</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> • Use my body and create simple theme related shapes, movements and actions • Use my body to express simple theme related shapes, movements and feelings • Show good listening skills • Travel safely and creatively in space • Show different levels when I travel • Work with a partner • Look at pictures and create shapes, movements and actions • Work with a partner • Look at pictures and create shapes, movements and actions 	<p>Vocabulary</p>

<ul style="list-style-type: none"> Remember and perform a basic sequence of movement when led by a teacher Identify what good looks like 	
<p>Required Prior Knowledge</p>	<p>Endpoint</p> <ul style="list-style-type: none"> Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Seeks support, emotional 'refuelling' and practical help in new or challenging situations Is proactive in seeking adult support and able to articulate their wants and needs Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Seeks support, emotional 'refuelling' and practical help in new or challenging situations Is proactive in seeking adult support and able to articulate their wants and needs
<p>Multiflex Gymnastics Shapes, Balancing, Travelling, Rolls, Jumping and Landing</p>	
<p>Reception Spring 2: Fine Motor Skills</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> Run skillfully Negotiate space successfully Pick up, carry and put down with care Use the strength in my hand to manipulate objects Pick up, carry and put down with care Attack and defend in chasing games Thread with control 	<p>Vocabulary</p>

<ul style="list-style-type: none"> • Negotiate space successfully • Be excited about, and confident in, my jobs • Pick up, carry and thread with control • Be excited about, and confident in, my jobs • Can build carefully using small objects 	
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Show increasing control over an object • Explain some effects of activity on my body • Negotiate space successfully
Multiflex Fundamental Movements and Ball Skills Linking movements together, rolling, bouncing, throwing, retrieving, receiving, catching	
Reception Summer 1: Locomotion 2	
Key Learning <ul style="list-style-type: none"> • Jump in a variety of ways • Jump with a small run • Jump for distance • Jump from a standing position • Jump with a scissor kick • Jump with a small run • Skip with a rope • Jump with a small run • Skip with more consistency with a rope • Jump in a variety of ways 	Vocabulary
Required Prior Knowledge	Endpoint

	<ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms
Multiflex Athletics Running, jumping, throwing	
Reception Summer 2: Athletics 1	
Key Learning <ul style="list-style-type: none"> • Share space and run with my head up • Jump, 1 foot to 2 feet and 2 feet to 2 feet • Throw accurately • Work cooperatively with a partner and within a group • Share equipment and take turns • Run efficiently and within a lane • Sustain my form during a race • Dip for the finish • Jump for height • Time my take -off to clear an obstacle • Throw a variety of pieces of equipment well • Throw for distance • Throw with good technique 	Vocabulary
Required Prior Knowledge	Endpoint

	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement • Seeks support, emotional 'refuelling' and practical help in new or challenging situations. • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.
Multiflex Fundamental Movements and Ball Skills Linking movements together, rolling, bouncing, throwing, retrieving, receiving, catching	
KS1 Autumn 1: Invasion Games 1	
Key Learning <ul style="list-style-type: none"> • Get into a good ready position to receive bounce passes consistently well • Pass the ball from my chest using a bounce pass • Change direction confidently and competently • Move around safely in a limited space • Push pass a hockey ball • Receive a hockey ball • Bounce/ dribble a ball with my hands with good control • Move around safely whilst bouncing/dribbling • Push pass a hockey ball • Receive a hockey ball • Dribble a ball with my feet with good control • Stop a ball on the run by trapping it 	Vocabulary

Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Understand some principles of attacking and defending • Manage my feelings and behaviour well • Apply attacking and defending skills within activities which require them
Multiflex Invasion Games Basketball, rugby, netball, passing, receiving, shooting, attacking, defending, space awareness, simple tactics	
KS1 Autumn 2: Dance: Fire of London	
Key Learning <ul style="list-style-type: none"> • Use my body and create theme related shapes, movements and actions • Use my body to express simple theme related shapes, movements and feelings • Show good listening skills • Travel safely and creatively in space • Show different levels when I travel • Communicate effectively with a partner • Use pictures to create shapes, movements and actions • Communicate effectively with a partner • Use poems to create shapes, movements and actions • Remember and perform a simple sequence of movement • Identify what good looks like and give feedback to help my partner improve 	Vocabulary
Required Prior Knowledge	Endpoint

	<ul style="list-style-type: none"> • Demonstrate agility, balance and coordination • Show understanding of what success looks like, in myself and others • Be physically confident
Multiflex Dance Creative curriculum, timing, rhythm, musicality, confidence, memory, performing a routine, freestyle	
KS1 Spring 1: Gymnastics - balancing and spinning	
Key Learning <ul style="list-style-type: none"> • Perform controlled spins • Support my body weight in symmetrical balances • Spin on apparatus • Perform asymmetrical spins on side front back and bottom • Demonstrate quality work on the floor and apparatus • Balance asymmetrically • Work with a partner to perform routines in different formations • Perform a combination of symmetrical and asymmetrical spins on patches • pin at different levels on points • Perform a sequence of spins on points, with a mixture of symmetrical and asymmetrical shapes • Hold balances on different points of the body • Hold balances at different levels • Spin out of balances to form a sequence 	Vocabulary
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Can perform simple movement patterns

	<ul style="list-style-type: none"> • Demonstrates agility, balance, and coordination • Can follow simple movement patterns at different levels • Communicates effectively and works well with others • Has started to link skills to perform actions and sequences of movement • Can comment on the work of others using some technical language
Multiflex Gymnastics Shapes, Point balances, Counter balances, Rolls, Travelling, Jumping & Landing, Using skills on gymnastic equipment.	
KS1 Spring 2: Net and Wall Games	
Key Learning <ul style="list-style-type: none"> • Send a ball with some degree of accuracy • Receive a ball by moving swiftly into the right position • Strike a ball, with one hand, whilst it is airborne • I can play passive and then active rallies by striking over a net with my hand • Strike and volley a ball with some degree of accuracy • Dig a ball by getting underneath it • Strike a ball using an open palm and move into position to receive it back • Strike a small ball with my open palm with some accuracy • Keep a rally going with a partner • Throw with accuracy and power • Keep my eye on the ball at all times 	Vocabulary
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Show increasing control over an object in throwing and catching it

	<ul style="list-style-type: none"> • Communicate effectively and work well with others • Demonstrate understanding of, and interpretation of, rules and accept decisions given • Show increasing control over an object in pushing and patting it • Demonstrate understanding and interpretation of rules and accepts decisions given
Multiflex Invasion Games, Net and Wall Tennis, Dodgeball, Football, Hitting a Ball With Control, Reactions, Bounce Serve	
KS1 Summer 1: Striking and Fielding Games	
Key Learning <ul style="list-style-type: none"> • Use both hands whilst fielding • Get into line with the ball and field it • Stop a ball with 2 hands, creating a barrier behind it with my feet or body • Hit a ball to the leg side • Bowl a ball overarm at a target • Strike a ball off a tee through the off side • Pick up a ball with one hand and throw it underarm • Call for runs sensibly and decisively when batting • Chase and retrieve a ball • Make good decisions when batting about when to run and when not to • Bowl either under or overarm with some accuracy • Wicket keep effectively 	Vocabulary

Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Work safely within a defined space • Communicate effectively and work well with others • Show awareness of boundaries and rules
Multiflex Athletics Running, Jumping and Throwing, Testing, Evaluating and Improving	
KS1 Summer 2: Athletics 2	
Key Learning <ul style="list-style-type: none"> • Show a sense of anticipation to begin work • React quickly • Demonstrate agility, balance and coordination • Jump in a variety of ways • Coordinate a run with a jump • Discover and develop different styles of jumping • Leap, jump and hop • Jump in a variety of ways competently • Add a short run up to my jump • Throw with good technique • Throw with a run up • Help a peer improve their performance with good feedback • Demonstrate a variety of athletic techniques competently 	Vocabulary
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Warm up safely prior to exercise and can sustain performance over periods of time

	<ul style="list-style-type: none"> • Comment on the work of others using some technical language • Demonstrate sporting values
Multiflex Striking and Fielding Cricket, Rounders, Throwing, Catching, Fielding, Hitting a moving ball into space.	
LKS2 Autumn 1: Handball	
Key Learning <ul style="list-style-type: none"> • Send a handball using a javelin style pass with accuracy • Catch a handball on the run • Pass and receive the ball on the move • Pass quickly under pressure • Throw/shoot accurately using good overarm technique • Intercept passes • Block a shot • Participate purposefully in a small sided game • Play to the rules of the game • Show a wide range of skills • Play in a variety of positions with equal proficiency • Keep control of my emotions whilst playing a tournament 	Vocabulary
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Understand how to work alongside and against others when attacking and defending • Communicate effectively and listen to others • Is confident and joins in all areas of PE eagerly

Multiflex

Invasion Games

Basketball, rugby, netball, passing, receiving, shooting, possession, attacking, defending, space awareness, tactics and formations

LKS2 Autumn 2 Dance: The Vikings

Key Learning

- Perform with control and poise
- Think creatively to find solutions to challenges
- Create phrases in groups to depict elements of Viking life
- Can we create phrases to depict how Vikings built their own ships? Can we demonstrate different relationships within our group?
- Can you apply skills effectively in different situations and within a range of physical activities?
- Can we create phrases to depict how Vikings travelled at sea?
- Does our dance include travel, jumps, stillness, turn, gesture and work at different levels?
- Can you perform with control and poise?
- Can we create phrases to depict how Vikings fought with locals and pillaged their belongings?
- Can we refine our work using feedback from others?
- Can we create phrases to depict how Vikings celebrated their battle victories and worshipped the Gods?
- Can you apply skills effectively in different situations and within a range of physical activities?
- Can we conclude our dance by showing the Vikings carry out every day jobs having pillaged the land?
- Can we perform a group dance to the beat of the chosen music?

Vocabulary

Required Prior Knowledge	Endpoint
Multiflex Dance Creative curriculum, various styles of dance, timing, rhythm, musicality, confidence, memorising and performing a routine, freestyle, choreographing a dance to a piece of music	
LKS2 Spring 1 Health Related Fitness	
Key Learning <ul style="list-style-type: none"> • Warm up and cool down after exercise. • Sustain my performance even when tiring • Perform a variety of yoga poses. • I can retain my focus and concentrate on the quality of my own work • Demonstrate good core strength. • Keep going even when my muscles are really fatiguing • Jump dynamically • Land safely • Start and finish a sprint race with good technique. • Demonstrate good sprinting technique • Refine my techniques. • Improve on previous personal bests 	Vocabulary
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Warms up prior to exercise and is able to sustain performance over periods of time • Reflective and able to recognise success in self and others

	<ul style="list-style-type: none"> Enjoys competing / performing and thrives on showcasing their talents
Multiflex Gymnastics Shapes, point, counter and group balances, travelling, jumping and landing, rolls, using skills on gymnastic equipment, creating displays in groups	
LKS2 Spring 2 Outdoor Adventures and Activities	
Key Learning <ul style="list-style-type: none"> Work as part of a team. Show enthusiasm, determination and resilience Work together in a small group to solve problems. Compete under pressure Negotiate with my group Plan a route map Work with others to solve problems Follow the rules of an activity Identify areas of the school grounds using a map. Run and think simultaneously to compete in a competition Identify where a number of controls are situated around the school grounds via photographic clues. Take photographs of interesting places around the school site 	Vocabulary
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> Demonstrates agility, balance, coordination and precision

	<ul style="list-style-type: none"> Will vocalise opinions across different areas of the curriculum Is confident and joins in all areas of PE eagerly
Multiflex Invasion Games, Net and Wall Tennis, Dodgeball, Football, Hitting the ball with control and direction, bounce serve, reacting and turning, rally with a partner	
LKS2 Summer 1 Swimming	
Key Learning	Vocabulary
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> Swim 25m using 2 different strokes
Multiflex Athletics Running, jumping and throwing events, testing, evaluating and improving	
LKS2 Summer 2 Rounders	
Key Learning <ul style="list-style-type: none"> Send using good throwing technique. Receive using good catching technique. Develop basic bowling and batting skills Develop my throwing skills. Communicate with other players for the good of my team. Field the ball off the ground using a variety of techniques. Catch high balls comfortably. 	Vocabulary

<ul style="list-style-type: none"> • Backpedal to catch balls over me. • Perform well in a range of positions in a competitive game 	
Required Prior Knowledge	Endpoint
	<p>Links skills to perform actions and sequences of movement</p> <ul style="list-style-type: none"> • Is comfortable in the role of leader and shows some ability to inspire others • Demonstrate understanding and interpretation of rules and accepts decisions given
<p>Multiflex Striking and Fielding Cricket, rounders, fielding, hitting a moving ball, positioning when fielding, bowling under arm with accuracy, bowling overarm with some accuracy</p>	

UKS2 Autumn 1: Dodgeball	
<p>Key Learning</p> <ul style="list-style-type: none"> • Throw hard and low at my opponents. • I can dodge to evade the ball. • I can catch balls to get teammates back in the game • Dodge balls well that are thrown at me • Throw with increasing power and at a low trajectory • Catching balls low down and thrown at pace at me • Use a ball to block incoming fire. • Play adapted games with special rules • Play, abiding by the rules. • Work as a group to come up with some tactics. • Choose the right moment to attack and defend. 	Vocabulary

<ul style="list-style-type: none"> • Compete against others effectively. 	
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Knows when to attack and when to defend and puts the needs of the team first • Listens actively, respects the opinion of others and contributes ideas • Able to play within rules and to resolve any disputes appropriately without adult intervention
Multiflex Invasion Games Basketball, rugby, netball, passing, receiving, shooting, possession, attacking, defending, space awareness, tactics and formations	

UKS2 Autumn 2: Space Race	
Key Learning <ul style="list-style-type: none"> • Can you move in unison? • Can you adapt a short phrase? • Can you work as a team? • Can you apply techniques learnt? • Can you create movement? • Can you demonstrate movement memory? • Can you apply all techniques learnt? • Can you work as part of a group? • Can you interpret through movement? • Can you demonstrate understanding of all techniques learnt? • Can you give positive feedback? • Can you demonstrate good movement memory? 	Vocabulary

Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Performs with control and poise • Thinks creatively to find solutions to challenges
Multiflex Dance Creative curriculum, various styles of dance, timing, rhythm, musicality, confidence, memorising and performing a routine, freestyle, choreographing a dance to a piece of music	

UKS2 Spring 1 Gymnastics Matching, Mirroring and Contrast	
Key Learning <ul style="list-style-type: none"> • Perform matching moves with a partner within a sequence. • Hold balances on different numbers of points of contact • Contrast my partner's moves so that we work at different levels and in different pathways. • Perform a sequence mirroring a partner's symmetrical and asymmetrical shapes • Perform a sequence with a partner which moves from matching moves to contrasting • Work as a group to demonstrate fluent routines involving mirroring and contrasts • Perform elements of unison and canon in a group routine 	Vocabulary
Required Prior Knowledge	Endpoint <ul style="list-style-type: none"> • Able to perform routines and a range of skills seamlessly • Evaluates the work of others using technical language including setting targets for improvement. • Enjoy competing and challenging myself to improve

Multiflex
Gymnastics

Shapes, point, counter and group balances, travelling, jumping and landing, rolls, using skills on gymnastic equipment, creating displays in groups

UKS2 Spring 2 Ultimate Frisbee

Key Learning

- Send a Frisbee accurately.
- Catch a Frisbee consistently using 2 hands
- Throw a Frisbee on the forehand side
- Intercept a Frisbee
- Catch one handed
- Dummy passes
- Build attacks, gradually retaining possession carefully
- Time my runs to breach my opponent's defence.
- Find space in tight situations.
- Play purposefully, contributing in defence and attack
- Apply my skills and knowledge in a game situation.
- Communicate well in a game situation

Vocabulary

Required Prior Knowledge

Endpoint

- Reads the play; and shows tactical awareness when performing across the curriculum.
- Able to work constructively, irrespective of who they are working with or the area of PE
- Demonstrates specific tactical/performance awareness as an individual and team member.

Multiflex

Invasion Games, Net and Wall

Tennis, Dodgeball, Football, Hitting the ball with control and direction, bounce serve, reacting and turning, rally with a partner

UKS2 Summer 1 Athletics

Key Learning

- Change pace and run at different tempos.
- Sustain my pace over longer distances.
- Throw with accuracy and power using the pull technique.
- Throw after a run up
- Throw with greater force and over longer distances.
- Throw with greater control, accuracy and efficiency.
- Perform the correct techniques for triple jump, high jump and standing vertical jump.
- Measure accurately my performance at standing vertical jumping.
- Combine sprinting with hurdling
- Transfer a relay baton efficiently as part of a team

Vocabulary

Required Prior Knowledge

Endpoint

- Can lead others in warming up, knows why it is important and can work actively across whole sessions
- Listens actively, respects the opinion of others and contributes ideas
- Enjoy competing and challenging myself to improve

Multiflex Athletics

Running, jumping and throwing events, testing, evaluating and improving

UKS2 Summer 2 Rounders	
<p>Key Learning</p> <ul style="list-style-type: none"> • Catch with soft hands • Throw accurately into space • Bowl accurately at a consistent height. • Ground field consistently well • Catch and throw quickly from backstop • Strike with some accuracy into a given area • Back up fellow fielders in the outfield. • Communicate with my fellow batsmen/ women when between bases • Throw with real accuracy and under pressure. • Play a full game in a small group taking on different roles within the team • Adapt my game according to the direct opponent/situation. • 	<p>Vocabulary</p>
<p>Required Prior Knowledge</p>	<p>Endpoint</p> <ul style="list-style-type: none"> • Able to perform routines and a range of skills seamlessly. • Demonstrates a range of leadership skills and is happy to take the initiative • Able to play within rules and to resolve any disputes appropriately without adult intervention
<p>Multiflex Striking and Fielding Cricket, rounders, fielding, hitting a moving ball, positioning when fielding, bowling under arm with accuracy, bowling overarm</p>	

Together we learn, grow and dream

with some accuracy

