

Sequencing of the Physical Education Curriculum	
Term	Autumn 1
Year R	
Concept	Personal
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children will learn to follow instructions. Children will learn how to practise safely and work independently. <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will gain this knowledge through exploring movements. Children will co-ordinate their footwork by practicing to side step in both directions, gallop learning with either foot, hop on either foot and skip. Children will practice a static balance on both legs. Can they stand still for 10 seconds)
Year 1	
Concept	Personal
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children will learn to keep trying to get better. Children will learn when to ask for help. Children will learn to follow instructions. (recap from Year R) Children will learn how to practise safely and work independently. (recap from Year R) <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will gain this knowledge through exploring movements. Children will recap how to co-ordinate their footwork by practicing to side step in both directions, gallop learning with either foot, hop on either foot and skip. Children will start to combine side-steps with pivots. Children will begin to use opposite knee to elbow when skipping. Children will begin to hopscotch forwards and backwards, hopping on the same leg. Children will practice a static balance on both legs. Children will begin to increase the time and be able to bend in a controlled manner.
Year 2	
Concept	Personal
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children will learn to understand their own PE learning and how to challenge themselves. Children will learn to keep trying to get better. (recap from Year 1) Children will learn when to ask for help. (recap from Year 1) Children will learn to follow instructions. (recap from Year 1) Children will learn how to practise safely and work independently. (recap from Year 1) <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will gain this knowledge through exploring movements. Children will master how to combine side-steps with pivots 180 degrees. Children will master using opposite knee to elbow at a 90 degree angle when skipping. Children will master hopscotch forwards and backwards, hopping on the same leg (right and left). Children will practice a static balance on both legs. Children will be able to stand still for 30 seconds. Children will be able to complete 5 mini-squats.

Sequencing of the Physical Education Curriculum	
Term	Autumn 2
Year R	
Concept	Social
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children will learn how to sensibly work with others by taking turns and sharing. <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will understand dynamic balances using agility. Children will practice jumping and landing. Children will jump from 2 feet to 2 feet forwards, backwards and side-to-side. Children will practice seated static balances. Children will <ol style="list-style-type: none"> Balance with both hands/ feet down. Balance with 1 hand/ 2 feet down. Balance with 2 hands/ 1 foot down. Balance with 1 hand/ 1 foot down. Balance with 1 hand or 1 foot down. Balance with no hands or feet down.
Year 1	
Concept	Social
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children will learn how to praise and encourage others. Children will learn how to sensibly work with others by taking turns and sharing. (Recap from Year R) <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will understand dynamic balances using agility. Children will recap jumping and landing. Children will jump from 2 feet to 2 feet forwards, backwards and side-to-side. Children will begin to jump 2 feet to 2 feet using a quarter turn in both directions. Children will begin to jump from 2 feet to 1 foot. Children will recap seated static balances. Children will <ol style="list-style-type: none"> Balance with both hands/ feet down. Balance with 1 hand/ 2 feet down. Balance with 2 hands/ 1 foot down. Balance with 1 hand/ 1 foot down. Balance with 1 hand or 1 foot down. Balance with no hands or feet down. Children will begin to use equipment whilst balancing.
Year 2	
Concept	Social
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children will learn how to be patient with others in order to support them. Children will listen to others about their work. Children will gain the confidence to show and tell their ideas. Children will learn how to praise and encourage others. (Recap from Year 1) Children will learn how to sensibly work with others by taking turns and sharing. (Recap from Year 1) <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will understand dynamic balances using agility. Children will master how to jump 2 feet to 2 feet using a quarter turn in both directions. Children will master how to jump from 2 feet to 1 foot and freeze on the landing. Children will master a static seated balance and use equipment whilst balancing.

Term	Spring 1	
Year R		
Concept	Cognitive	
Knowledge and Skills	Crucial Knowledge: <ul style="list-style-type: none"> Children will learn how to understand and follow simple rules and instructions. Children will gain the confidence to say some things they are good at. 	Using Knowledge as a Skill: <ul style="list-style-type: none"> Children will explore movement through dynamic balances. Children will practice static balances about stance. Children will be able to stand on a line with good stance from 10 seconds. Children will walk forwards and backwards with fluidity and minimum wobble.
Year 1		
Concept	Cognitive	
Knowledge and Skills	Crucial Knowledge: <ul style="list-style-type: none"> Children will know how to order instructions, movements and skills. Children will know how to recognise similarities and differences in performances. Children will know how to explain why someone is working or performing well. Children will learn how to understand and follow simple rules and instructions. (recap from Year R) Children will gain the confidence to say some things they are good at. (recap from Year R) 	Using Knowledge as a Skill: <ul style="list-style-type: none"> Children will explore movement through dynamic balances. Children will recap static balances about stance. Children will be able to stand on a line with good stance from 10 seconds. Children will practise standing on a low beam with a good stance. Children will recap walking forwards and backwards with fluidity and minimum wobble. Children will practice walking with fluidity whilst lifting their knees to 90 degrees. Children will practice walking with fluidity whilst lifting their heels to their bottom.
Year 2		
Concept	Cognitive	
Knowledge and Skills	Crucial Knowledge: <ul style="list-style-type: none"> Children will understand simple tactics of attacking and defending. Children will know how to explain what they are doing well and identify areas for improvement. Children will know how to order instructions, movements and skills. (recap from Year 1) Children will know how to recognise similarities and differences in performances. (recap from Year 1) Children will know how to explain why someone is working or performing well. (recap from Year 1) Children will learn how to understand and follow simple rules and instructions. (recap from Year 1) Children will gain the confidence to say some things they are good at. (recap from Year 1) 	Using Knowledge as a Skill: <ul style="list-style-type: none"> Children will explore movement through dynamic balances. Children will master standing on a low beam with a good stance for 10 seconds. Children will master walking forwards and backwards with fluidity and minimum wobble. Children will master walking with fluidity whilst lifting their knees to 90 degrees. Children will master walking with fluidity whilst lifting their heels to their bottom.

Term	Spring 2	
Year R		
Concept	Creative	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children will learn to explore and describe different movements. Children will learn how to observe and copy others. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will explore movement through co-ordination of ball skills. Children will ... 1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands. Children will practice counter balances with a partner. Children will 1. Sit holding hands with toes touching, lean in together then apart. 2. Sit holding 1 hand with toes touching, lean in together then apart. 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.
Year 1		
Concept	Creative	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children will know how to compare movements and skills with each other. Children will know how to select and link movements together to fit a theme. Children will learn to explore and describe different movements. (recap from Year R) Children will learn how to observe and copy others. (recap from Year R) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will explore movement through co-ordination of ball skills. Children will recap skills learnt in year R. Children will practice ... 1. Sitting and rolling a ball up and down legs and round upper body using 1 hand. 2. Standing and rolling a ball up and down legs and round upper body using 1 hand. Children will practice counter balances with a partner. Children will recap their balances from Year R. Children will begin to practice 1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.
Year 2		
Concept	Creative	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children know how to make up their own rules and versions of activities. Children know how to respond differently to a variety of tasks or music. Children know how to recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. Children will know how to compare movements and skills with other. (recap from Year 1) Children will know how to select and link movements together to fit a theme. (recap from Year 1) Children will learn to explore and describe different movements. (recap from Year 1) Children will learn how to observe and copy others. (recap from Year 1) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will explore movement through co-ordination of ball skills. Children will master ... 1. Sitting and rolling a ball up and down legs and round upper body using 1 hand. 2. Standing and rolling a ball up and down legs and round upper body using 1 hand. Children will practice counter balances with a partner. Children will work with a partner to master... 1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.

Term	Summer 1	
Year R		
Concept	Applying Physical	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children know how to perform a single skill or movement with some control. Children know how to perform a small range of skills and link two movements together. Children have the knowledge and confidence to move in different ways. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will explore movements through sending and receiving while thinking about co-ordination. Children will ... <ol style="list-style-type: none"> Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and catch the rebound with 2 hands. <ul style="list-style-type: none"> Children will practice reacting and responding to build their agility by <ol style="list-style-type: none"> React and catch large ball dropped from shoulder height after 2 bounces. React and catch large ball dropped from shoulder height after 1 bounce.
Year 1		
Concept	Applying Physical	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children know how to perform a range of skills with some control and consistency. Children know how to perform a sequence of movements with some changes in levels, direction or speed. Children know how to perform a single skill or movement with some control. (Recap from Year R) Children know how to perform a small range of skills and link two movements together. (Recap from Year R) Children have the knowledge and confidence to move in different ways. (Recap from Year R) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will explore movements through sending and receiving thinking about co-ordination. Children will recap ball skills from Year R. Children will begin to practice... <ol style="list-style-type: none"> Throw tennis ball, catch rebound with same hand after 1 bounce. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft ball along ground with hand 5 times in a rally. <ul style="list-style-type: none"> Children will practice reacting from year R. Children will practice reacting to catch a tennis ball which has been dropped from shoulder height after one bounce.
Year 2		
Concept	Applying Physical	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children have the knowledge and confidence to perform and repeat longer sequences with clear shape and controlled movement. Children know how to select and apply a range of skills with good control and consistency. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. Children know how to perform a sequence of movements with some changes in levels, direction or speed. (Recap from Year 1) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will explore movements through sending and receiving while thinking about co-ordination. Children will master ... <ol style="list-style-type: none"> Throw tennis ball, catch rebound with same hand after 1 bounce. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft ball along ground with hand 5 times in a rally. <ul style="list-style-type: none"> Children will master reacting to catch a tennis ball which has been dropped from shoulder height after one bounce.

Term	Summer 2	
Year R		
Concept	Health and fitness	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children know why exercise is important for good health. Children know the changes to the way they feel when exercising. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will explore movements through improving their agility and co-ordination (ball chasing). Children will ... 1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. Children will practice static balances. Children will be able to ... 1. Hold mini-front support position. 2. Reach round and point to ceiling with either hand in mini-front support.
Year 1		
Concept	Health and Fitness	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children know and can say how their body feels before, during and after exercise. Children know how to use equipment appropriately. Children know how to move and land safely. Children know why exercise is important for good health. (Recap from Year R) Children know the changes to the way they feel when exercising. (Recap from Year R) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will explore movements through improving their agility and co-ordination (ball chasing). Children will recap skills from Year R. Children will practice... 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. Children will practice static balances. Children will be able to ... 1. Hold mini-front support position. 2. Reach round and point to ceiling with either hand in mini-front support. 3. Children will start to practise mini-back support position.
Year 2		
Concept	Health and Fitness	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children know how to describe how my body feels during exercise and why it feels like it. Children know why we need to warm up and cool down. Children know how to use equipment appropriately. (Recap from Year 1) Children know how to move and land safely. (Recap from Year 1) Children know why exercise is important for good health. (Recap from Year 1) Children know the changes to the way they feel when exercising. (Recap from Year 1) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will explore movements through improving their agility and co-ordination (ball chasing). Children will master... 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. Children will master static balances using their skills from Year R and 1. Children will be able to ... 1. Place cone on back and take it off with other hand in mini-front support. 2. Hold mini-back support position. 3. Place cone on tummy and take it off with other hand in mini-back support.