



## PE Curriculum Plan 2025-2026



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Continue to develop their movement: riding (scooters, trikes and bikes)</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Developing holding a balance by standing on one leg</p> <p>Start to use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Continue to develop their movement: ball skills</p> <p>Stands on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly able to use patterns of movements</p>	<p>Begin to jump from 2 feet to 2 feet.</p> <p>Increasingly able to use patterns of movements which are related to music</p> <p>Begin to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Jump from 2 feet to 2 feet.</p> <p>Increasingly able to use patterns of movements which are related to rhythm.</p> <p>Increasingly match their developing physical skills to tasks and activities in the setting.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Continue to develop their movement: balancing</p> <p>Begin to jump from 2 feet to 1 foot.</p> <p>Start taking part in team activities</p> <p>Starting to be able to remember sequences related to music and rhythm</p> <p>Match their developing physical skills to tasks and</p>	<p>Jump from 2 feet to 1 foot.</p> <p>Start taking part in some group activities which they make up for themselves</p> <p>Increasingly able to remember sequences related to music and rhythm.</p>

	<p>Starting to be able to use patterns of movement</p> <p>Develop skills of walking, running and crawling.</p> <p>Explore the resources available in the environment and how they are used.</p>	<p>With support, match their developing physical skills to tasks and activities in the setting.</p> <p>With adult support and modelling, collaborating with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>			<p>activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	
Reception	<p>Is revising and refining the fundamental movement skills he/she has already acquired; crawling</p> <p>Is revising and refining the fundamental movement skills he/she has</p>	<p>Demonstrate pencil roll</p> <p>Begin to jump from foot to foot</p> <p>Climb and travel along bars</p> <p>Is progressing towards a more fluent style of moving, with</p>	<p>Demonstrate egg roll</p> <p>Hop on alternate feet</p> <p>Climb and travel along bars in different contexts</p> <p>Is developing overall body-strength, balance,</p>	<p>Begin to demonstrate teddy bear roll</p> <p>Travel by hopping</p> <p>Travel across simple obstacle courses</p> <p>Is able to combine different</p>	<p>Demonstrate teddy bear roll</p> <p>Begin to skip</p> <p>Travel across more complex obstacle courses</p> <p>Is developing confidence, competence, precision and</p>	<p>Travel by skipping</p> <p>Demonstrate confidence in skipping</p> <p>Demonstrates strength, balance and coordination when playing (ELG)</p>

	<p>already acquired; walking</p> <p>Confidently jump in a range of ways.</p> <p>Climb a ladder confidently.</p> <p>Is starting to combine different movements with ease and fluency.</p> <p>Balance on a thin object along a line</p> <p>Is exploring the large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>developing control and grace</p> <p>Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Is able to negotiate space and obstacles safely, with consideration for himself/herself and others</p> <p>Moves energetically, such as running, jumping, dancing and climbing</p>	<p>co-ordination and agility</p>	<p>movements with ease and fluency</p> <p>Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>	<p>accuracy when engaging in activities that involve a ball</p>	<p>Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> <p>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</p>
--	--	--	----------------------------------	--	---	--

	<p>Is able to negotiate space and obstacles safely</p> <p>Is revising and refining the fundamental movement skills he/she has already acquired; running</p> <p>Moves energetically, such as running</p>					
Year 1	<p>Multiskills - Throwing and Catching</p> <p>Multi skills – Bat and Ball</p>	<p>Dance</p> <p>Gymnastics - Movement</p>	<p>Gymnastics - Shape</p> <p>ABC</p>	<p>Attacking and defending</p> <p>ABC</p>	<p>Invasion</p> <p>Multiskills – Running and Jumping</p>	<p>Dance</p> <p>Athletics</p>
Year 2	<p>Dance (Great Fire of London)</p>	<p>Gymnastics - Movement</p> <p>Multiskills</p>	<p>Gymnastics - Shape</p> <p>Multiskills</p>	<p>Invasion</p> <p>Skipping</p>	<p>Skipping</p> <p>Attacking and Defending</p>	<p>Athletics</p> <p>Dance</p>

	Multiskills - Bat and Ball		Throwing and Catching			
Year 3	Invasion  Hockey	Cricket  Gymnastics - Movement	Dodgeball  Gymnastics - Shape	Dance  Tennis	OAA  Football	Dance  Athletics
Year 4	Dance - Romans  Hockey	Cricket  Gymnastics - Movement	Skipping  Swimming	Skipping  Swimming	OAA  Gymnastics - Shape	Dance  Badminton  Athletics
Year 5	Swimming  Athletics	Cricket  Swimming	Basketball  Gymnastics - Movement	Gymnastics - Shape  Hockey	OAA  Dance	Dance  Tennis
Year 6	Athletics Gymnastics - Movement	Cricket Gymnastics - Shape	Dance - WWII  Badminton	OAA  Hockey	Swimming  Dance	Swimming  Swimming – top up