






Branton Community Primary School and Breamish Community Valley Nursery

Cycle A – PE Coverage

Cycle A									
EYFS/KS1				Multi- skills (Hands and Feet) Invasion games (Football) Gymnastics	Ball skills (Hands and Feet) Invasion games (Football) Dance	Swimming Dance Ball skills (Hands and Feet) (Tag-Rugby)	Swimming Gymnastics Ball skills (Hands and Feet) (Tag-Rugby)	Swimming Gymnastics Ball skills (Hands and Feet) (Tennis)	Swimming Athletics Ball skills (Hands and Feet) Striking and Fielding (cricket) 2 full days
KS2 Topics				Multi- skills Invasion games (Football) Gymnastics	Ball skills Invasion games (Football) Dance	Swimming Dance Invasion Games (Tag-Rugby)	Swimming Gymnastics Invasion Games (Tag-Rugby)	Swimming Gymnastics Net and Wall (Tennis)	Swimming Athletics Net and Wall (Tennis) Striking and Fielding (cricket) 2 full days
Games – Invasion	0 to 3	Physical Development – Gross Motor Skills	<ul style="list-style-type: none">• Enjoy moving when outdoors and inside.• Sit without support.• Begin to crawl in different ways and directions.• Pull themselves upright and bouncing in preparation for walking.• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.• Clap and stamp to music.• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.• Enjoy starting to kick, throw and catch balls.• Walk, run, jump and climb – and start to use the stairs independently.• Spin, roll and independently use ropes and swings (for example, tyre swings).	✓	✓	✓	✓	✓	✓

3 to 4		<ul style="list-style-type: none"> • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 							
	Physical Development- Fine Motor Skills	<ul style="list-style-type: none"> • Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. • Build independently with a range of appropriate resources. • Develop manipulation and control. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Start to eat independently and learning how to use a knife and fork. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 	✓	✓	✓	✓	✓	✓	✓
	Physical Development – Gross Motor Skills	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 	✓	✓	✓	✓	✓	✓	✓

Rec			<ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 						
		Physical Development- Fine Motor Skills	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make healthy choices about food, drink, activity and toothbrushing 	✓	✓	✓	✓	✓	✓
		Physical Development – Gross Motor Skills	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling – crawling – walking – jumping – running – hopping – skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. 	✓	✓	✓	✓	✓	✓

KS1			<ul style="list-style-type: none">• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball							
		Physical Development- Fine Motor Skills	<ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.• Develop the foundations of a handwriting style which is fast, accurate and efficient.• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	✓	✓	✓	✓	✓	✓	
	ELG	Physical Development-	Gross Motor Skills	<ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others• Demonstrate strength, balance and coordination when playing• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	✓	✓	✓	✓	✓	✓
			Fine Motor Skills	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases• Use a range of small tools, including scissors, paint brushes and cutlery• Begin to show accuracy and care when drawing	✓	✓	✓	✓	✓	✓
		Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		✓	✓	✓	✓	✓	✓	
		Participate in team games, developing simple tactics for attacking and defending		✓	✓	✓	✓	✓	✓	
		Perform dances using simple movement patterns			✓	✓	✓			

KS2	Use running, jumping, throwing and catching in isolation and in combination	✓	✓	✓	✓	✓	✓
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	✓	✓	✓	✓	✓	✓
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	✓	✓			✓	✓
	Perform dances using a range of movement patterns		✓	✓	✓		
	Take part in outdoor and adventurous activity challenges both individually and within a team					✓	✓

Cycle A

EYFS/KS1 Topics				Seasonal changes (Autumn/Winter) Investigations	Animals including humans	Seasonal changes (Spring/Summer) Everyday materials/ Uses of everyday materials	Stem - Investigations	Living things and their Habitats
KS2 Topics				Rocks/ Evolution	Animals including Humans	States of Matter/ Properties and Changes of Materials	Light And Electricity	Habitats/ Living Things & Their Habitats
Seasonal changes (Autumn/Winter) Investigations	0 to 3	Communication and Language	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	✓				
		Physical Development	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	✓				
		Understanding the World	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.	✓				
	3 to 4	Communication and Language	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	✓				
		Physical Development	Make healthy choices about food, drink, activity and tooth brushing.	✓				

		Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	✓				
	Rec	Communication and Language	<p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p>	✓				
		Physical Development	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> -regular physical activity - healthy eating -tooth brushing -sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	✓				

		Understanding the World		Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.						
	ELG	Communication and Language	Listening, Attention and Understanding	Make comments about what they have heard and ask questions to clarify their understanding.	✓					
		Personal, Social and Emotional Development	Managing Self	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	✓					
		Understanding the World	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants.						
	KS1	To observe changes across the four seasons				✓				
		To observe and describe weather associated with the seasons and how day length varies.				✓				
	Rocks/ Evolution	LKS2	To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties			✓				
To describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.			✓							
UKS2		To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago			✓					
		To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents			✓					

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KS2 Topics				Rocks/ Evolution	Animals including Humans	States of Matter/ Properties and Changes of Materials	Light And Electricity	Habitats/ Living Things & Their Habitats
Animals Including Humans	0 to 3	Communication and Language	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').		✓			
		Physical Development	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.		✓			
		Understanding the World	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.		✓			
	3 to 4	Communication and Language	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		✓			
		Physical Development	Make healthy choices about food, drink, activity and tooth brushing.		✓			

Rec		Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>		✓			
		Communication and Language	<p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p>		✓			
		Physical Development	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> -regular physical activity - healthy eating -tooth brushing -sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 		✓			

		Understanding the World	Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.			✓			
	ELG	Communication and Language	Listening, Attention and Understanding	Make comments about what they have heard and ask questions to clarify their understanding.		✓			
		Personal, Social and Emotional Development	Managing Self	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		✓			
		Understanding the World	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants.					
	KS1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.				✓			
		Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals				✓			
		Identify and name a variety of common animals that are carnivores, herbivores and omnivores				✓			
		Describe and compare the structure of a range of common animals (fish, amphibians, reptiles, birds and mammals, including pets)				✓			
		Notice that animals, including humans, have offspring which grow into adults				✓			

Animals Including Humans	LKS2	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat		✓			
		Identify that humans and some other animals have skeletons and muscles for support, protection and movement.		✓			
		Describe the simple functions of the basic parts of the digestive system in humans		✓			
		Identify the different types of teeth in humans and their simple functions		✓			
		Construct and interpret a variety of food chains, identifying producers, predators and prey.		✓			
		Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)		✓			
		Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		✓			
	UKS2	Describe the changes as humans develop to old age.		✓			
		Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function		✓			
		Describe the ways in which nutrients and water are transported within animals, including humans.		✓			

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KS2 Topics				Rocks/ Evolution	Animals including Humans	States of Matter/ Properties and Changes of Materials	Light And Electricity	Habitats/ Living Things & Their Habitats
Everyday materials/ Uses of everyday materials	0 to 3	Communication and Language	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').			✓		
		Physical Development	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.			✓		
		Understanding the World	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.			✓		
	3 to 4	Communication and Language	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"			✓		
		Physical Development	Make healthy choices about food, drink, activity and tooth brushing.			✓		

Rec		Understanding the World Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.			✓		
		Communication and Language Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. Use new vocabulary in different contexts.			✓		
		Physical Development Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity - healthy eating -tooth brushing -sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian			✓		

		Understanding the World	Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.				✓		
	ELG	Communication and Language	Listening, Attention and Understanding	Make comments about what they have heard and ask questions to clarify their understanding.			✓		
		Personal, Social and Emotional Development	Managing Self	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.			✓		
		Understanding the World	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants.			✓		
	KS1	Distinguish between an object and the material from which it is made					✓		
		Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock					✓		
		Describe the simple physical properties of a variety of every day materials					✓		
		Compare and group together a variety of everyday materials on the basis of their simple physical properties.					✓		
		Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses					✓		

States of Matter/ Properties and Changes of Materials		Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.			✓		
	LKS2	Compare and group materials together, according to whether they are solids, liquids or gases			✓		
		Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)			✓		
		Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			✓		
	UKS2	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets			✓		
		Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution			✓		
		Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating			✓		
		Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic			✓		
		Demonstrate that dissolving, mixing and changes of state are reversible changes			✓		
		Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.			✓		

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EYFS/KS1 Topics				Seasonal changes (Autumn/Winter) Investigations	Animals including humans	Seasonal changes (Spring/Summer) Everyday materials/ Uses of everyday materials	Living things and their Habitats Stem - Investigations	Living things and their Habitats
KS2 Topics				Rocks/ Evolution	Animals including Humans	States of Matter/ Properties and Changes of Materials	Light And Electricity	Habitats/ Living Things & Their Habitats
Living things and their Habitats	0 to 3	Communication and Language	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').				✓	✓
		Physical Development	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.				✓	✓
		Understanding the World	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.				✓	✓
	3 to 4	Communication and Language	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"				✓	✓
		Physical Development	Make healthy choices about food, drink, activity and tooth brushing.				✓	✓

		Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>				✓	
	Rec	Communication and Language	<p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p>				✓	✓
		Physical Development	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> -regular physical activity - healthy eating -tooth brushing -sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 				✓	✓

		Understanding the World	Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.					✓	
	ELG	Communication and Language	Listening, Attention and Understanding	Make comments about what they have heard and ask questions to clarify their understanding.				✓	✓
		Personal, Social and Emotional Development	Managing Self	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.				✓	✓
		Understanding the World	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants.				✓	✓
	KS1	Explore and compare the differences between things that are living, dead, and things that have never been alive						✓	✓
		Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other						✓	✓
		Identify and name a variety of plants and animals in their habitats, including microhabitats						✓	✓
		Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.						✓	✓

Living things and their Habitats	LKS2	Recognise that living things can be grouped in a variety of ways					
		Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment					✓
		Recognise that environments can change and that this can sometimes pose dangers to living things.					✓
	UKS2	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird					✓
		Describe the life process of reproduction in some plants and animals.					✓
		Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals					✓
		Give reasons for classifying plants and animals based on specific characteristics					✓

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EYFS/KS1 Topics			Seasonal changes (Autumn/Winter) Investigations	Animals including humans	Seasonal changes (Spring/Summer) Everyday materials/ Uses of everyday materials	Living things and their Habitats Stem - Investigations	Living things and their Habitats
KS2 Topics			Rocks/ Evolution	Animals including Humans	States of Matter/ Properties and Changes of Materials	Light And Electricity	Habitats/ Living Things & Their Habitats
Light	LKS2	Recognise that they need light in order to see things and that dark is the absence of light				✓	
		Notice that light is reflected from surfaces				✓	
		Recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change				✓	
	UKS2	Recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye				✓	
		Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes				✓	
		Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.				✓	

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Electricity	LKS2	Identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers				✓	
		Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery				✓	
		Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit				✓	
		Recognise some common conductors and insulators, and associate metals with being good conductors					
	UKS2	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit				✓	
		Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches				✓	
		Use recognised symbols when representing a simple circuit in a diagram.				✓	