

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> -Use basic underarm rolling and hitting skills. -Intercept, retrieve and stop a bean bag / ball with some consistency. -Track balls and other equipment sent to them, moving in line with the ball to collect it. -Sometimes catch a beanbag / ball. -Decide where to stand to make it difficult for their opponent. -Choose different ways of hitting, throwing, striking or kicking the ball -: To use a simple tactic -Send a ball / beanbag accurately at a target 	<ul style="list-style-type: none"> -Show awareness of opponents and team mates. -Perform basic skills of rolling, striking and kicking with more confidence. -Apply these skills in a variety of simple games. -Make choices about appropriate targets, space and equipment. -Use a variety of simple tactics. -Work well with a partner and in a small group. 	<ul style="list-style-type: none"> -Use a range of throwing and catching techniques -Pass and receive to keep possession and score 'goals' -Be aware of space and use it to support team-mates. -Choose and use a range of tactics for sending the ball in different ways to make it difficult for their opponent. -Know and use rules fairly. 	<ul style="list-style-type: none"> -Play games with some fluency and accuracy. -Use a range of throwing, catching, striking, intercepting techniques with some control and accuracy. -Find ways of attacking successfully when using other skills. -Use a variety of simple tactics for attacking well. --Keep possession of the ball as a team. -Get into positions to score. -Choose and use a range of simple tactics for defending. -Talk about what they do well and what they could do better. -Understand the need to defend well as well as attack. -Adapt and refine rules. 	<ul style="list-style-type: none"> -Pass, dribble and shoot with control in games. -Use a range of skills when throwing, striking, intercepting, with control and accuracy -Use forehand, backhand and overhead shots increasingly well. -Identify and use tactics to help their team keep the ball and take it towards the opponent's goal. -Mark opponents and help each other in defence. -Understand the need for tactics and start to choose and use some effectively. -Apply rules consistently and fairly. -Work collaboratively in pairs, group, and small sided activities. 	<ul style="list-style-type: none"> -Use different techniques for passing, controlling, dribbling, shooting, catching throwing, bowling and intercepting. -Apply basic principles of team play to keep possession of the ball. -Know what position they are playing within a team and know how to contribute when attacking and defending. -Use and apply basic rules consistently and fairly. -Strike a bowled ball. -Work collaboratively in pairs, group, and play effectively as part of a team. -Start to choose and use some tactics effectively.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Gymnastics</p>	<ul style="list-style-type: none"> -Show basic control and coordination when traveling and when remaining still. -Choose and link 3 'like' actions; remember and repeat these actions accurately and consistently; -Find and use space safely, with an awareness of others, change direction to move in different directions. -Identify and copy the basic actions of gymnasts; use words such as rolling, traveling, balancing, climbing; make their body tense, relaxed, stretched and curled; -Perform different body shapes when jumping. -Perform different rolls (tucked/ straight) -Hold a balance on a large body part and hold in stillness. -Make their body tense and then relaxed. 	<ul style="list-style-type: none"> -Plan and repeat simple sequences of actions; (four elements) -Show contrasts in shape; -Perform the basic gymnastic actions with coordination, control and variety; -Move in a variety of ways around the space, safely travelling in different pathways and speed. -Perform a teddy bear roll and log roll. -Perform a shoulder balance, front support and back support with control. 	<ul style="list-style-type: none"> -Use a greater number of their own ideas for movements in response to a task; - Choose and plan sequences of contrasting actions; -Adapt sequences to suit different types of apparatus and their partner's ability; -compare and contrast gymnastic sequences, commenting on similarities and differences; -Perform balances on small body parts with increasing control. 	<ul style="list-style-type: none"> -perform actions, balances, body shapes and agilities with control; -plan, perform and repeat longer sequences (6 elements) that include changes of speed and level, clear shapes and quality of movement; -adapt their own movements to include a partner in a sequence; -Perform a range of recognisable jumps (star, tuck, pike, straddle, straight) -Perform a range of recognisable rolls (teddy bear, forward, log, dish) -Perform a range of recognisable balances (V sit, shoulder, crab) 	<ul style="list-style-type: none"> -Create, practise and refine longer, more complex sequences (8 – 10 elements) for a performance, including changes in level, direction, speed and flight. -Link actions within a sequence that allow movements to flow between apparatus and floorwork. -Choose actions, body shapes and balances from a wider range of themes and ideas; (symmetry and asymmetry) - Perform acrobatic balances (a part-weight bearing balance, counter- tension and counter-balance) -Adapt their performance to the demands of a task, using their knowledge of composition 	<ul style="list-style-type: none"> -Make up longer, more complex sequences (8 – 10 elements) including changes of direction, level, speed and flight. -Compose a sequence that combines floor and apparatus work. -Develop their own solutions to a task by choosing and applying a range of compositional principles; -combine and perform gymnastic actions, shapes and balances; (twisting and turning) (Contrasting shapes and balances) -Show clarity, fluency, accuracy and consistency in their movements; -In small groups, prepare a sequence to be performed to an audience; -Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving - Perform acrobatic balances (a part-weight bearing balance, counter-tension and counter-balance)
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<p style="text-align: center;">Dance</p>	<ul style="list-style-type: none"> -Perform basic body actions; - Use different parts of the body singly and in combination; -Show some sense of dynamic, expressive and rhythmic qualities in their own dance; -Choose appropriate movements for different dance ideas -Remember and repeat short dance phrases and simple dances; -Move with control; Vary the way they use space; - 	<ul style="list-style-type: none"> -Perform body actions with control and coordination; -Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; -Link actions; remember and repeat dance phrases -Perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance; -Suggest ways they could improve their work 	<ul style="list-style-type: none"> -Improvise freely, translating ideas from a stimulus into movement; -Create dance phrases that communicate ideas; -Share and create dance phrases with a partner and in a small group; -Repeat, remember and perform these phrases in a dance; -Use dynamic, rhythmic and expressive qualities clearly and with control; Use canon and unison in a dance -Recognise and talk about the movements used and the expressive qualities of dance; 	<ul style="list-style-type: none"> -respond imaginatively to a range of stimuli related to character and narrative; -use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; -refine, repeat and remember dance phrases and dances; -perform dances clearly and fluently show sensitivity to the dance idea and the accompaniment; -describe, interpret and evaluate dance, using appropriate language 	<ul style="list-style-type: none"> -Compose motifs and plan dances creatively and collaboratively in groups -Adapt and refine the way they use weight, space and rhythm -Perform different styles of dance clearly and fluently 	<ul style="list-style-type: none"> -Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances that use props -Perform to an accompaniment expressively and sensitively; -Perform dances fluently and with control; -Talk about dance with understanding, using appropriate language and terminology
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding</p>	<ul style="list-style-type: none"> -Describe what they and others are doing. -Describe how their bodies feel during exercise. -Know that exercise helps to keep us healthy 	<ul style="list-style-type: none"> -Describe how their bodies work and feel when exercising. -Recognise and describe how they feel after exercise; 	<ul style="list-style-type: none"> -Talk about what they do well and what they could do better. -With help, recognise how performances could be improved. -Suggest warm-up activities. -Describe how their bodies feel during exercise. -Describe how they feel after exercise. -Know that exercise is an important part of keeping healthy. -Recognise when their heart rate, temperature and breathing rate have changed 	<ul style="list-style-type: none"> -Talk about what they and others do well and recognise things they could do better. -Suggest what needs practising. -Lead a partner through a short warm up routine. -Carry out warm ups with an awareness of what is happening to their bodies. -Recognise and describe how they feel before, during and after exercise. -Know that exercise is important in keeping us physically and mentally healthy. 	<ul style="list-style-type: none"> -Pick out what they and others do well and suggest ideas for practices / ways they could be improved. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. -Identify appropriate exercises and activities for warming up and lead a partner / small group in them. -Understand that exercise is good for health, fitness and mental well-being and make suggestions about how to become healthier themselves. 	<ul style="list-style-type: none"> -Plan practises and warm ups to get ready for exercise safely. -Recognise their own and others strengths and weaknesses and suggest ideas that will improve performance. -Compare their performances with previous ones and demonstrate skills to improve and to achieve their personal best. -Understand that exercise is good for health, fitness and mental well-being and set personal targets about how to become healthier themselves.
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<p>Athletics</p>			<ul style="list-style-type: none"> -Run at fast, medium and slow speeds, changing speed and direction; -Link running and jumping activities with some fluency, control and consistency; -Make up and repeat a short sequence of linked jumps; -Take part in a relay activity, remembering when to run and what to do; -Throw a variety of objects, changing their action for accuracy and distance; -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> -Understand and demonstrate the difference between sprinting and running for sustained periods; -Know and demonstrate a range of throwing techniques; -Throw with some accuracy and power into a target area; -Perform a range of jumps, showing consistent technique and sometimes using a short run-up. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> -Choose the best pace / technique and apply it to different distance running events, so that they can improve on a personal target; -perform jumps for distance with different take off and landings (standing / short run up) -Know how to link the 3 jumps required to perform a triple jump -Choose between a push throw and a pull throw according to equipment / distance. -Run over low obstacles. -Understand how to transfer a relay baton. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> -Choose the best pace / technique and apply it to different distance running events, so that they can improve on a personal target; -Perform jumps for distance demonstrating a good technique from standing and a short run up. -Perform a triple jump with confidence. -Perform a push throw and a pull throw showing accuracy and good technique to throw a good distance. -Run over low obstacles with confidence. -Demonstrate a good technique when transferring a relay baton.
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Swimming			<ul style="list-style-type: none"> -Enter the pool safely and confidently. -Demonstrates water confidence. -Can put face into the water. -Demonstrate floatation on front and back without a buoyancy aid. -Demonstrate a push and glide -Kick on my front/ back with or without a float for 10m -Swim 10m front crawl / back crawl 	<ul style="list-style-type: none"> -Demonstrate a push and glide in a streamlined position for 5m. -Kick on my front and back for 15m with or without a float. -Swim front crawl with regular breathing for 15m -Swim back crawl consistently for 15m. -Demonstrate breaststroke leg kick. -Surface dive to collect an object from the pool. -Scull 10m head first 	<ul style="list-style-type: none"> -Travel on front and perform a somersault turn. -Swim 25m front crawl and back crawl maintaining correct technique. -Demonstrate breaststroke with simultaneous leg and arm movement. -Tread water for 30 seconds. -Scull for 10m. -Enter and exit the pool without using the steps. 	<ul style="list-style-type: none"> -Confidently Swim at least 25m front crawl and back crawl maintaining correct technique/ breathing throughout. -Swim at least 25m breaststroke with simultaneous leg and arm movement. -Tread water for 30 seconds with one arm raised. -Swim continuously in clothing for 25m -Scull head and feet first -Throw an aid -Demonstrate an understanding of how to keep themselves safe near water. -Demonstrate an understanding of what to do if they get into difficulty in water.
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<p>OAA</p>			<ul style="list-style-type: none"> -To improve communication skills. - To improve ability to work with and trust others. - To undertake an adventure trail to develop communication skills. - To work safely with a partner in an adventurous environment - To complete a Trail within the school grounds. - To increase confidence in decision making. -To complete a Photo Trail within the school grounds. - To know how to use a control card. - To take part in outdoor and adventurous activity challenges - To develop communication and collaboration skills - To evaluate their own success - To take responsibility for self and others - Take part in activities that involve working with and trusting others - To work effectively as part of a team 	<ul style="list-style-type: none"> -To know that a map is a bird’s eye view plan of the ground. - To know how to keep the map “set or “orientated” when they move. - To know some of the symbols on an orienteering map – To know how to keep the map “set or “orientated” when they move around a simple course -To run safely with a map around a simple orienteering course. - To know the 8 points of a compass. - To navigate to a control marker on a simple course - To record information accurately at the control marker - To plan effectively to visit as many control markers in the time allowed.
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