

Year 1 Games			Year 2 Games		
<p>Ten Point Hoops Score points by throwing beanbags at a choice of 2 targets. Working in pairs the pupils set up an area for their game. The pupils stand on either side of the line, one as attacker and one as defender.</p> <p>Knowledge: To use a simple tactic eg) pretend to throw one way then throw the other.</p>	<p>The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponent's line. Alternatively, you can throw a ball over the line for the opposition to catch. The game is played 1v1 or 2v2.</p> <p>Knowledge: To use a simple tactic eg) Look one way and roll the ball the other</p>	<p>The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before the fielders retrieve the beanbags.</p> <p>Knowledge: To use a simple tactic eg) Throw away from the fielders.</p>	<p>Piggy in the middle Children try too score as many points as possible by throwing and catching a ball between players on their team. Work in groups of 4. 3v1</p> <p>Knowledge: To use a simple tactic. eg) move into space to receive a ball. To pass a ball to a player in space.</p>	<p>The aim is to score points by throwing or hitting a ball over a line/ net so that it bounces twice, with the first bounce in the court area. Play 2 v 2 Each pair should have one player with a racket and one without</p> <p>Knowledge: To throw the ball into space away from the opponent</p>	<p>The aim is for the batter to hit the ball into a field, and the to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding bases.</p> <p>Knowledge: To use a simple tactic. eg) Strike the ball away from fielders.</p>

Year 1 Dance	Year 2 Dance
<p>Choose movements to make their own simple dance phrases with beginning, middle and ending. Practise and repeat these short dance phrases so they can be performed in a controlled way Choose and link actions that express a mood, idea or feeling.</p>	<p>Choose movements to make their own simple dance phrases with beginning, middle and ending. Practise and repeat these movements so they can be performed in a controlled way Choose and link actions that express a mood, idea or feeling Remember and repeat movements showing greater control, co-ordination and spatial awareness.</p>

Year 1 Gymnastics	Year 2 Gymnastics
<p>Making Shapes Children know how to create a gymnastic sequence on floor, mats and apparatus by linking 2 gymnastic shapes through rolling, travelling or jumping. Children begin by developing a sequence on floor and mats, starting away from mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus, either by performing 2 actions on apparatus or one on floor and one on apparatus</p>	<p>Families of actions Children create a gymnastic sequence on floor, mats and apparatus of four actions by linking a roll, a balance, a jump and a travel. Children begin by developing a sequence on floor and mats, before transferring their work to apparatus. They link the 4 actions together smoothly choosing one action from each of the families of actions. The balance focus is large body parts: side, back, tummy, hips and shoulders.</p>

Year 1 Athletics	Year 2 Athletics
<p>Honey Pot Children run in different directions to pick up objects as quickly as they can. Children work in pairs. Each pair has a hoop (honey pot) with 5 objects on it. Other objects are spread out around the playing area, along with cones to act as obstacles. Each pair decides who is the bee and who is the Queen. The bee's job is to run around collecting one object at a time for their honey pot. These can be picked up from the playing area or other people's honey pots. The Queen sits on the honey pot and makes sure other people only take one object. The bees have 2 minutes to get as many objects as they can into their honey pot. At the end they count up how many objects they have. Play again but swap roles.</p>	<p>Colour Match Children throw different pieces of equipment as accurately as possible to hit targets. Children work in groups of 3 and take it in turns to be thrower, scorer and collector. Each group has 3 different coloured targets (Hoops, skipping ropes, cones) set at different distances. They select 10 pieces of equipment (beanbags, quoits, balls of different types and sizes). The thrower tries to throw each object at a target. The scorer counts how many hits. Swap roles until each person has had two goes at being thrower.</p>

Invasion Games			
Year 3	Year 4	Year 5	Year 6
<p>Develop simple attacking skills in 3v1 invasion games</p> <p>Three touch ball</p> <p>Children try to score as many goals as possible by passing a ball at least three times before throwing it into a hoop.</p> <p>Knowledge: To know to move into space to receive a ball. To pass a ball to a player in space.</p>	<p>Develop attacking skills in 4v2 invasion game</p> <p>On the attack</p> <p>Groups of 6, the children create a playing area with two goals at one end and three at the other.</p> <p>Play 4v2</p> <p>Knowledge: To know to move into space to receive a ball. To feint / disguise a pass of the ball to outwit a defender.</p>	<p>5v3 or 5v4 invasion games</p> <p>Beat the opposition by scoring more goals.</p> <p>Play 5 v 3 then 5v4</p> <p>Knowledge: Attacking tactics. To use a range of passes. To pass ahead of supporting players, To get away from a defender to receive a pass.</p> <p>Defending: To close down space</p>	<p>Apply attacking and defending skills 4v4 or v5</p> <p>Children set up a 4v4 invasion game based on mini versions of invasion games.</p> <p>Knowledge: Attacking: To use a range of passes. To get away from a defender to receive pass. To send the ball wide/ deep to supporting players.</p> <p>Defending: To close down space. To intercept a pass.</p>

Striking / Fielding Games	
Year 3 / 4	Year 5 / 6
<p>Rounders / Cricket type game</p> <p>Run the Loop</p> <p>A team of 4 batters try to score points by striking the ball and running between bases or wickets, and a team of 4 fielders try to retrieve, throw and catch the ball quickly and accurately.</p> <p>Knowledge: Batters/ Strikers hit the ball into space away from the fielders.</p> <p>FieldersL Judge where the ball is going to be hit and try and intercept it.</p>	<p>Rounders / Cricket games</p> <p>The aim of the game is for pairs/ teams to score as many runs as possible.</p> <p>Rounders: Play 9v9 game</p> <p>Cricket: Play a 3 pair game</p> <p>Knowledge: Batters to run as quickly as possible to score. To strike the ball into space away from fielders.</p> <p>Fielders: Retrieve the ball as quickly as possible to limit the number of runs.</p>

Net / Wall Games			
Year 3	Year 4	Year 5	Year 6
<p>Score points by throwing a ball into an opponent's court area and making it bounce twice.</p> <p>1v1</p> <p>Play using throwing and catching skills then move on to hitting with the ball with a racket after it has bounced.</p> <p>Knowledge: To use a simple tactic eg) directing the ball into space to make it difficult for the opponent</p>	<p>Score points by getting a ball or bean bag to land in one of two targets.</p> <p>1v1</p> <p>Opponents aim is to intercept the ball or beanbag before it bounces.</p> <p>Knowledge: To use a simple tactic eg) choose a good place to stand when receiving a ball.</p>	<p>Children use shots to strike a ball accurately at targets, moving their opponent around the court in order to create spaces to attack.</p> <p>Children devise a scoring system and evaluate and adapt it as necessary.</p> <p>Knowledge; To use tactics effectively eg) strike the ball with purpose, varying the speed, strike the ball into spaces they can see.</p>	<p>Score points by hitting a ball into the opponent's court and the ball bouncing twice.</p> <p>Knowledge: To know the need for different tactics. Eg) hit the ball with purpose, varying speed, height and direction. Position themselves well on the court.</p>

Gymnastics			
Year 3	Year 4	Year 5	Year 6
<p>Balancing Act</p> <p>Children create a gymnastic sequence with 6 actions on floor, mats and apparatus.</p> <p>Children develop a sequence on floor, mats and apparatus.</p> <p>Children develop a sequence of floor and mats before transferring it to apparatus. The sequence should focus on small body part balances linked through traveling, rolling and jumping and must show different levels and changes in direction.</p>	<p>Create a sequence of 6 skills, which must include one roll, one jump and one balance.</p> <p>Include a change of level and shape.</p> <p>Partner Work involves creating a gymnastic sequence on floor, mats and apparatus focusing on how they work with a partner.</p>	<p>Acrobatic Gymnasts</p> <p>Children create and perform a pair sequence on floor, mats and apparatus that includes 3 basic acrobatic balances (a part-weight bearing balance, counter- tension and counter-balance) and up to 6 other actions.</p>	<p>Group Dynamics</p> <p>Children work in groups of 4-6 to create and perform a sequence that shows their knowledge of gymnastics actions and compositional principles. The children develop their sequence on floor and mats before adapting to incorporate apparatus. The performance must include evidence of counter-balance and counter-tension.</p>

Year 3 / 4 Athletics	Year 5 /6 Athletics
<p>Take Aim Score as many points as possible by throwing different pieces of equipment at targets using sling, push and pull throws.</p> <p>Furthest Five Children use a run-up and perform 5 basic jumps to reach the furthest distance possible. The children work in groups of 3, a jumper, a measurer and a coach who looks at technique.</p> <p>Pass the Baton Children run a relay and try to complete as many laps of the area as possible in 3 minutes. The children work in teams of 4. Having considered each person’s strengths and weaknesses, they decide how to divide the time/ distance between them in order to achieve the most possible laps in 3 minutes.</p>	<p>Three Run Challenge Select ways of running as far as possible in 3 different times:</p> <ul style="list-style-type: none"> • 5 secs • 30 secs • 2 mins <p>Three jumps Select and perform 3 consecutive jumps with the aim of travelling as afr as possible. Work in groups of 3. a jumper, a measurer and a coach who looks at technique.</p> <p>Three Throws Children try to score as many points as they can by throwing different pieces of equipment for distance using three different types of throws (sing, pull and push). Children work in groups of 3. One child throws, one marks, measures and records distance and one coaches the thrower.</p>

Dance			
Year 3	Year 4	Year 5	Year 6
<p>Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</p> <p>Practise and refine a short dance phrase, as a pair, that includes canon and unison.</p> <p>Keep good timing as a pair and move in time to the music.</p>	<p>Based on a narrative / character stimuli.</p> <p>Practise and refine a short dance phase that involves canon, unison and formation. Work as a group of 4.</p> <p>Use structured dance phrases and simple motifs.</p> <p>Keep good timing as a group and move in time to the music.</p>	<p>Practise and refine a dance that is in a specified style.</p> <p>Perform with an awareness of rhythmic, dynamic and expressive qualities. Refine the way they use weight, space and rhythm in their dance to express themselves in the style of the dance.</p>	<p>Work creatively and imaginatively, in a group up to 6, to choreograph motifs and to structure dance motifs that includes props.</p> <p>Adapt and refine actions, dynamics and relationships to improve a dance.</p> <p>Perform with an awareness of rhythmic, dynamic and expressive qualities.</p>