



National Curriculum

Year 1/2

Pupils should be taught to:

- 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

Year 3/4

Pupils should be taught to:

- 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
- compare their performance with previous ones and demonstrate improvement to achieve their personal best

Year 5/6

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Games

Invasion games

- throw/ roll underarm, bounce and catch ball with self and partner
- kick/stop a ball
- strike a ball successfully
- explore ways to send a ball
- play small sided invasion game

- Pass a ball accurately over a short distance
- receive a ball with control
- introduce ways to block a pass
- Perform some dribbling skills with hands and feet using space
- Engage in simple, competitive and co-operative games

- Throw and catch a ball with control and accuracy
- pass to a partner using a number of different techniques
- improve accuracy of passes
- show control when moving with a ball
- use communication skills to organise team successfully
- Develop an understanding of fair play
- Apply basic principles of attacking and defending
- play small sided games

- Work well as a team in competitive games
- keep possession of the ball
- know which pass to use when
- follow the pass you have just made
- understand simple patterns of play
- throw and catch on the move
- show methods of point scoring

- Develop techniques of a variety of skills to maximise team effectiveness
- Apply rules of fair play to competitive games
- receive the ball on the move with different implements
- mark an opponent 1v1
- develop shooting techniques

- Use tactics when attacking or defending – Understand different ways to attack and defend
- Use a variety of different
- develop accuracy of shooting
- show techniques to field the ball
- choose formations for attack and defence



Net/Wall Games	<ul style="list-style-type: none"> - show control of a ball in hands - balance a ball on a racket staying still and on the move - Aim at targets 	<ul style="list-style-type: none"> - show control of an object on the move Build speed when showing control 	<ul style="list-style-type: none"> Begin to look at rules of sports Tap the ball/shuttlecock off rackets Show ready position Return a ball/ shuttlecock Short serve 	<ul style="list-style-type: none"> - look at different techniques to hold rackets - build up rallies - Serve techniques Show forehand and backhand technique 	<ul style="list-style-type: none"> Decide when to use forehand and backhand Demonstrate correct swing Move towards the ball Serve accurately Return to ready position quickly 	<ul style="list-style-type: none"> Use different strikes of the rackets to score points Apply correct rules of the game Use move-hit recover approach within a game Keep the path of the racket the same
Striking & Fielding Games	<ul style="list-style-type: none"> - repeat and explore fielding skills - prepare the body to catch a ball - begin to follow simple game rules 	<ul style="list-style-type: none"> - Work cooperatively in teams - explore different ways to stop a ball Receive a ball with control - strike ball with a bat - play competitively to score points 	<ul style="list-style-type: none"> Develop ways to stop the ball Throw and catch under pressure Learn batting techniques Know when to use overarm/ underarm throw 	<ul style="list-style-type: none"> Increase distance of throws Increase accuracy of batting techniques Learn role of wicket keeper/ backstop Bowl a ball accurately underarm Aim accurately at a target 	<ul style="list-style-type: none"> Use long barrier fielding technique in context Throw accurately from distance Understand the different roles within a game 	<ul style="list-style-type: none"> - perform a cricket bowl with accuracy - drive shot Understand rules of cricket / rounders Make decisions within the game to score points
Dance						
	<ul style="list-style-type: none"> - Copy some basic movement patterns - Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump - change direction and speed 	<ul style="list-style-type: none"> - introduce relationships with others - Develop control of movement using: Dynamics (HOW) – slowly, quickly, with appropriate expression and allow changes in these 	<ul style="list-style-type: none"> - Create dance phrases/dances to communicate an idea - Develop movement using; <ul style="list-style-type: none"> ● Actions (WHAT); travel, turn, gesture, jump, stillness 	<ul style="list-style-type: none"> - Develop movement using; <ul style="list-style-type: none"> ● Choreographic devices; motif, motif development and repetition 	<ul style="list-style-type: none"> - Perform dance to an audience showing confidence - Show co-ordination, control, alignment, - Show sense of style and musicality 	<ul style="list-style-type: none"> - Perform dance to an audience showing clarity of actions - show flow of energy and strength - Demonstrate different relationships - body part to body part and physical contact



	<ul style="list-style-type: none"> -Listen to the pulse of music -Remember a short sequence -Respond to own work and that of others explaining feelings and opinions 	<p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <ul style="list-style-type: none"> -Use own ideas to sequence dance -Recognise the changes in the body when dancing 	<ul style="list-style-type: none"> ● Space (WHERE); formation, direction and levels ● Relationships (WHO); whole group/duo/solo, unison <ul style="list-style-type: none"> -Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end -Perform dance to an audience -Show co-ordination, control and strength (Technical Skills) -Demonstrate different dance actions – travel, turn, gesture -Demonstrate different relationships – mirroring, unison, canon -Show an awareness of different dance styles and traditions -Understand and use simple dance vocabulary 	<ul style="list-style-type: none"> ● Dynamics (HOW); explore speed, energy <ul style="list-style-type: none"> -Show focus, projection and musicality -Demonstrate dynamic qualities – speed, energy and continuity -Demonstrate use of space – levels, directions, pathways and body shape -Demonstrate different dance actions – jump and stillness -Demonstrate different relationships – complementary & contrasting -Compare and comment on their own and other's work –strengths and areas for improvement 	<ul style="list-style-type: none"> -Demonstrate a wide range of dance actions – travel, turn, gesture, -Demonstrate dynamic qualities – speed, energy, continuity, rhythm -Demonstrate use of space – levels, directions, pathways, -Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, -Create longer, challenging dance phrases/dances -Develop movement using; <ul style="list-style-type: none"> ● Space (WHERE); pathways ● Relationships (WHO); canon/contrast -Understand and use dance vocabulary -Compare and evaluate their own and others' work 	<ul style="list-style-type: none"> - Select appropriate movement material to express ideas/thoughts/feelings -Develop movement using; <ul style="list-style-type: none"> ● Choreographic devices; retrograde (performing motifs in reverse) -Show an awareness of different dance styles, traditions and aspects of their historical/social context
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Gymnastics						
	<p>-Stand and sit "like a gymnast" (long sit, pointed toes)</p> <p>-Explore the 5 basic shapes: straight/tucked/star/straddle/pike</p> <p>-Explore shape in the air when jumping and landing with control</p> <p>-Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>-Develop balance by showing good tension in the core and tension and extension in the arms and legs</p> <p>-Continue to develop control in different rolls</p> <p>-Pencil roll</p> <p>-1/2 roll – lie on back in tucked shape, roll onto back and forth</p> <p>-Climb safely</p>	<p>-Teach sequence to a partner and perform together</p> <p>-dish and arch shapes</p> <p>-Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet (Front support and back support)</p> <p>-use 5 basic shapes and new shapes to Balance large body parts: back, front, side, bottom</p> <p>-Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <ul style="list-style-type: none"> • Caterpillar walk • Bunny hop (transfer weight to hands) <p>-Continue to develop control in different rolls</p> <p>-Dish roll</p> <p>-Begin forward roll to lying shape</p>	<p>-Combine the phases of earlier rolling actions to perform the full forward roll</p> <p>-Explore leaping forward in stag jump, taking off from one foot and landing on the other</p> <p>-Add a quarter or half turn into a jump before landing</p> <p>-Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p> <p>-Travel with a partner; move away from and together on the floor and on apparatus</p> <p>-Explore balancing on combinations of 1/2/3/4 "points" -Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>-Perform a gymnastic sequence with clear changes of speed</p> <p>-Work with a partner to create a sequence.</p>	<p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>-Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p> <p>-begin to introduce head and 2 hands in a tucked head stand</p> <p>-Explore balancing with a partner: facing, beside, behind and on different levels</p>	<p>-Begin the backward roll, start preparations using springboard, rolling backward</p> <p>-Create a sequence with a partner combining all areas of movement</p> <p>- Perform balances with control, showing good body tension</p> <p>-Mirror and match partner's balance</p> <p>-Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <p>-Increase the variety of pathways, levels and speeds at which you travel</p> <p>-Travel in time with a partner,</p> <p>-Jump along, over and off apparatus of varying height with control in the air and on landing</p>	<p>-Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>-Perform group balances at the beginning, middle or end of a sequence.</p> <p>-Begin to take more weight on hands when progressing bunny hop into hand stand-Travel sideways in a bunny hop and develop into cartwheeling action</p> <p>-Explore different starting and finishing positions when rolling</p>



Athletics						
	<ul style="list-style-type: none"> -Run for 1 minute -Throw into targets -perform a range of throwing actions (rolling, underarm) -Perform a range of jumps (2-2, 1-2) -Explain what is successful or how to improve 	<ul style="list-style-type: none"> -Show differences in running at speed and jogging perform a range of throwing actions (overarm, accuracy) Perform a range of jumps (2-1, 1-1, change legs) -Show control at take-off and landing -Explain what is successful or how to improve -Describe different ways of throwing 	<ul style="list-style-type: none"> -Choose different styles of running of different distances -Carry out stretching and warm-up safely -Set realistic targets of times to achieve over a short and longer distance (-Choose different styles of jumping -Throw with greater control -Consistently hit a target with a range of implements 	<ul style="list-style-type: none"> -Run smoothly at different speeds -Pace and sustain their effort over longer distances -Watch and describe specific aspects of running (e.g. what arms and legs are doing) -Perform combinations of jumps e.g. hop, step, jump showing control and consistency -Explore different styles of throwing, e.g. pulling, pushing and slinging 	<ul style="list-style-type: none"> -Perform relay change-overs -Identify the main strengths of a performance of self and others -Perform a range of warm-up exercises specific to running for short and longer distances -Demonstrate a range of jumps showing power and control and consistency at both take-off and landing -Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus 	<ul style="list-style-type: none"> -Sustain pace over longer distance – 2 minutes - perform correct technique for a triple jump/ scissor jumps - begin to introduce the heave throw -Identify parts of the performance that need to be improved -Explain how warming up affects performance -Explain why athletics can help stamina and strength
OAA						
	<ul style="list-style-type: none"> -identify positions on simple maps and diagrams of familiar environments -Use simple maps and diagrams to follow a trail 	<ul style="list-style-type: none"> -Select appropriate equipment for the task -Discuss how to follow trails and solve problems -Begin to work cooperatively with others 	<ul style="list-style-type: none"> -Orientate simple maps and plans -Mark control points in correct position on map or plan -Co-operate and share roles within a group -Listen to each other's ideas when planning a task and adapt 	<ul style="list-style-type: none"> -Select appropriate equipment/route/people to solve a problem successfully -Find way back to a base point -Take responsibility for a role within the group -Choose effective strategies and change ideas if not working 	<ul style="list-style-type: none"> -Draw maps and plans and set trails for others to follow -Understand individuals' roles and responsibilities -Adapt roles or ideas if they are not working -Recognise and talk about the dangers of tasks -Plan strategies to solve problems/plan routes/follow trails/build shelters etc. 	<ul style="list-style-type: none"> -Use the eight points of the compass to orientate -Plan an orienteering challenge -Plan and share roles within the group based on each other's strengths -Recognise how to keep themselves and others safe



			<p>-Recognise that some outdoor adventurous activities can be dangerous</p> <p>-Follow rules to keep self and others safe</p>			-Implement and refine strategies
Swimming & Water Safety						
			<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • perform safe self-rescue in different water-based situations 			