|  |  |  |
| --- | --- | --- |
|  | **EYFS** | |
| ***Communication and language***   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.   ***Personal, Social, Emotional Development***   * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. * Work and play cooperatively and take turns with others. | ***Physical Development***  ***Gross Motor Skills:***   * 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.   ***Expressive Arts and Design***   * Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |

**Key Stage One**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | | | | | | |
| **Inside** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Gymnastics - Balancing & Spinning On Points & Patches**   * Perform controlled spins * Perform asymmetrical spins with balance * Work with a partner to create different formations * Spin and balance on different levels * Spin out of balances * Perform spins and balances in different formations | **Target Games 2**   * Coordinate the skill of punting a ball consistently * Coordinate the action of punting with either foot * Strike a ball at a target using equipment * Strike a ball, at a target, with some degree of force * Throw a ball overarm with some accuracy at a target * Throw overarm on, ‘one bounce’ to a friend | **Dance – Pirates**   * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes, movements and feelings * Travel safely and creatively in space * Communicate effectively with a partner * Remember and perform a simple sequence of movement * Identify what ‘good’ looks like and give feedback to help my partner. | **Gymnastics – Pathways: small and long**   * Step in controlled, elegant movements * Push and pull myself along the ground on different parts of my body * Step and turn gracefully * Jump in different pathways with coordination * Create sequences in curved pathways on the floor and on the apparatus * Use different pathways in a sequence | **Dance – Fire of London**   * Use my body to create theme related shapes movements and actions * Use my body to express simple theme related shapes, movements and feelings * Travel safely and creatively in space * Communicate effectively with a partner * Remember and perform a simple sequence of movement * Identify what ‘good’ looks like and give feedback to help my partner. | **Gymnastics – Wide, narrow & curled rolling and balancing**   * Travel and balance with my body in a wide shape * Take my own body weight and move in tight curled spaces * Form a sequence of long shapes whilst in balance, motion and flight * Move from narrow shapes, to tight curled shapes and back, to form a sequence * Form a sequence to include a curled shape, a narrow shape and a wide shape * Perform a sequence of moves with a partner. |
| **Outside** | **Fundamental Movements 1**   * Run skilfully * Pick up, carry and put down with care * Show increasing control over an object * Balance on one leg * Be confident in my jobs and take turns * Thread objects | **Fundamental Movements 2**   * Hop * Travel backwards carefully * Jump in a variety of ways * Dodge * Evade others * Punt a ball | **Invasion Games Skills 1**   * Send and receive a bounce pass effectively * Change directions and find an appropriate space. * Push pass a hockey ball * Receive a hockey ball * Move and bounce/dribble a ball * Kick/dribble a ball and stop it with a trap | **Net and Wall Game 1**   * Send and receive a ball with accuracy and control. * Strike a ball with one hand while it is airborne * Strike and volley a ball with some degree of accuracy * Strike a ball using an open palm and move into position to receive it back * Strike a small ball with my open palm with some accuracy * Throw with accuracy and power | **Athletics 2**   * To show a sense of anticipation to begin work * To jump in a variety of ways * To discover and develop different styles of jumping * To jump in a variety of ways competently * To throw with good technique * To help a peer improve their performance with good feedback | **Striking and Fielding Games Skills 1**   * Use both hands whilst fielding * Stop a ball, creating a barrier behind it with my feet or body * Bowl a ball overarm at a target * Pick up a ball with one hand and throw it underarm * Chase and retrieve a ball * Bowl under and overarm with some accuracy |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | | | | | | |
| **Inside** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Gymnastics – Pathways: Straight, zigzag & curving**     * Jump with a 90-degree turn * Create a sequence of zig zag pathways * Demonstrate zig zag and straight pathways in a sequence * Perform a sequence of moves in a curved pathway * Travel backwards and sideways as part of a sequence * Perform a variety of moves on the floors and apparatus using different pathways | **Dance – Under the sea**   * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes, movements and feelings. * Travel safely and creatively in space * Communicate effectively with a partner * Communicate effectively with a partner * Remember and perform a simple sequence of movements | **Dance – Mini Beasts**     * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme relates shapes, movements and feelings * Travel safely and creatively in space * Communicate effectively with a partner * Communicate effectively with a partner * Remember and perform a simple sequence of movement | **Gymnastics – Spinning, turnings & twisting**     * Demonstrate agility, balance and coordination * Perform a twist and then roll * Change the point of contact in balances by leading into the next balance by twisting * Twist while in inversion * Work in synchronisation with a partner to perform different balances and twists * Mirror the moves of my partner | **Dance – Animals**     * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes, movements and feelings. * Travel safely and creatively in space * Communicate effectively with a partner * Communicate effectively with a partner * Remember and perform a simple sequence of movements | **Gymnastics – Stretching, curling & arching**   * Travel in curled positions * Stretch whilst in balance * Create a sequence with seamless transitions between stretches and curls * Stretch and curl whilst performing a variety od gymnastic movements * Form front and back supports * Perform a sequence with clear starting and finishing positions |
| **Outside** | **Fundamental Movement 3**     * Skip using a rope * Dribble a ball with either hand * Receive a ball and trap it * Pass in different ways * Jump for height * Catch consistently well | **Target Games 3**   * To throw a ball underarm with either hand and with some accuracy at a target * To kick a ball with some accuracy with both feet * To roll with good technique with either hand * To punt a ball with some accuracy with both feet * To strike a ball, with a racket or bat at a target with some degree of force * To aim with accuracy at a target so it hits on the second bounce | **Invasion Game Skills 2**     * I can throw overarm for my partner to catch after one bounce * To catch a ball consistently on the full * To track an opponent * To dodge to beat an opponent * To pass the ball consistently with control * To compete with some spatial awareness in team games | **Net and Wall Game Skills 2**     * Send a ball with some degree of accuracy * Strike a ball with some accuracy * Send a ball with increasing accuracy * Develop a good grip and stance * Return a ball, after one bounce, that has been thrown to me by my partner * Strike a backhand from my own feed | **Athletics 2 -** mastery of skills   * Show a sense of anticipation to begin work * Jump in a variety of ways * Discover and develop different styles of jumping * Jump in a variety of ways competently * Throw with good technique * Help a peer improve their performance with good feedback | **Striking and Fielding Games Skills 2**     * Catch a ball after one bounce * Bowl overarm with a straight arm * Pick up a ball one-handed and return it underarm * Strike a ball to leg from a short delivery * Chase a ball and throw it back accurately * Play a game using the skills I have learned. |

**Key Stage Two**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | | | | | | |
| **Inside** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Gymnastics – Symmetry & asymmetry**     * Create a sequence using different spins on patches * Create a sequence of spins on points at different levels and with smooth transitions * Spin symmetrically and asymmetrically on points and patches * Forward roll * Work in different formations * Create a sequence using a range of symmetrical and asymmetrical gymnastic moves | **Dodgeball**     * Throw overarm powerfully and accurately * Keep my eye on the opposition at all times * Catch to bring teammates back into the game * Show good peripheral awareness * Attack decisively * Make good decisions at crucial times of games | **Hockey**   * To hold the stick properly. * To dribble a ball confidently. * To put my body between the ball and my opponent when shielding it. * To not raise my stick above waist height. * To know how to push pass.   To know how to jab tackle. | **Dance – Romans**     * Develop a motif demonstrating some agility, balance, coordination and precision * Creatively change static actions into travelling movements * Communicate effectively with a partner * Communicate effectively within a group * Improve our ideas * Evaluate the work of other’s using accurate technical language | **Gymnastics – Receiving body weight**   * Take weight on patches * Take body weight on my back and shoulders, both in balance and in motion * Take weight on my hands as part of a sequence of moves * Take my weight on my back, bottom and shoulders both in balance and in motion * Perform shoulder and teddy bear rolls * Perform with control and a range of dynamics | **Gymnastics – Linking Movements**     * Step gracefully and with control * Turn through 90, 180, 270 and 360 degrees * Spin on points and patches * Hold balances with good control * Find ways of moving out of one balance and into another * Show different graceful ways of getting from floor to ground and vice versa * Link high and low moves * Explore a variety of rolls * Create a sequence of rolls and balances * Travel on patches close to the ground |
| **Outside** | **OAA**     * Work as part of a team * Work together in a small group to solve problems * Negotiate with my group * Work with others to solve problems * Identify areas of the school grounds using a map | **Football**     * Trap a ball and cushion it when receiving * Dribble a ball using both feet and manipulate it using different parts of the foot * Turn confidently with a football * Make good decisions when in possession * Defend well, watching the ball, jockeying to await the moment to punce and being decisive * Show the skills and knowledge you have developed in a competitive environment | **Tag Rugby**     * Scoop a ball up from the floor * Pocket pass with accuracy form my right and left * Pass a rugby ball backwards accurately * Pass backwards consistently * Pass, missing out players in a line * Apply a range of skills effectively in a game of rugby | **Basketball**   * Control a basketball using both hands and perform various skills * Control the ball on the move by dribbling * Pass the ball using good techniques * Pass the ball on the move with good technique * Use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball | **Y3 Athletics**     * Use the correct technique to start a sprint race * Hurdle efficiently and consistently * Develop the technique and consistency of my jumps * Throw overarm accurately * Accurately replicate the technique for running, jumping and throwing events * Replicate the techniques for running, jumping and throwing events in competitive situations | **Cricket**     * Stand sideways-on, with a high back lift, ready to receive a ball * Bowl a ball overarm with a straight arm * Throw accurately and powerfully * Bat successfully with a partner, communicating effectively * Bowl with a run up * Back up my fellow fielders in the field |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 4** | | | | | | |
| **Inside** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Swimming**   * Develop confidence in the water, including the ability to submerge and resurface safely. * Understand and follow basic pool rules and safety guidelines. * Recognise the importance of having an adult or instructor present when swimming. * Learn safe entries and exits from the pool, including safe jumping and stepping in. | **Swimming**     * Practice floating on the front and back with minimal support. * Maintain a streamlined body position for efficient movement.   Develop awareness of body positioning and balance in the water, including treading water with assistance. | **Swimming**     * Learn to control breathing, including blowing bubbles underwater. * Practice rhythmic breathing techniques to prepare for strokes, such as turning the head to the side while gliding.   Develop breath-holding skills to increase confidence underwater. | **Swimming**     * Introduce the basic movements for front crawl and backstroke, focusing on arm and leg coordination. * Begin to explore breaststroke and elementary backstroke. * Practice kicking techniques, such as flutter kick for front crawl and backstroke, with a kickboard for support. | **Swimming**     * Practice basic propulsion by using kicks, glides, and arm movements. * Combine kicks and arm strokes to move independently in the water. * Learn to change directions and stop in the water. | **Gymnastics – Rolling and travelling low**     * Forward roll with good technique and control * Link forward rolls into a rolling sequence seamlessly * Roll backwards and come to standing without knees touching the mat * Create a sequence involving a variety of rolls * Mirror a partner’s rolls with good timing * Produce a sequence of rolls which show elements of unison, canon and mirroring |
| **Outside** | **OAA**     * Show enthusiasm, determination and resilience * Compete under pressure * Plan a route map * Follow the rules of an activity | **Football**     * Trap a ball and cushion it when receiving * Dribble a ball using both feet and manipulate it using different parts of the foot * Turn confidently with a football * Make good decisions when in possession * Defend well, watching the ball, jockeying to await the moment to punce and being decisive * Show the skills and knowledge you have developed in a competitive environment | **Tag Rugby**     * Scoop a ball up from the floor * Pocket pass with accuracy from my right and left * Pass a rugby ball backwards accurately * Pass backwards consistently * Pass, missing out players in a line * Apply a range of skills effectively in a game of rugby | **Basketball**   * To know how to vary movement to control the ball when moving * To control a basketball using both hands and perform various skills. * To keep my head up to be aware of my environment. * To do chest passes or bounce passes. * To use quick passes, movement and communication under pressure. * To work as a team to find a space to shoot. * To communicate with teammates in a game situation. | **Y4 Athletics**     * Use the correct technique to start a sprint race * Hurdle efficiently and consistently * Develop the technique and consistency of my jumps * Throw overarm accurately * Accurately replicate the technique for running, jumping and throwing events * Replicate the techniques for running, jumping and throwing events in competitive situations | **Cricket**     * Stand sideways-on, with a high-back lift, ready to receive a ball * Bowl overarm with a straight arm * Throw accurately and powerfully * Bat successfully with a partner, communicating effectively * Bowl with a run up * Back up my fellow fielders in the field |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 5** | | | | | | |
| **Inside** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Gymnastics – Matching, mirroring & contrast**     * Perform matching moves with a partner within a sequence * Control an arabesque * Perform a sequence, mirroring a partner’s symmetrical and asymmetrical shapes * Perform a sequence with a partner, which moves from matching moves to contrasting * Work as a group to demonstrate fluent routines involving mirroring and contrasts * Perform elements of unison and canon in a group routine | **Dodgeball**     * Throw hard and low at my opponents * Dodge balls well that are thrown at me * Catch balls low down and thrown at pace at me * Use a ball to block incoming fire * Play, abiding by the rules * Choose the right moment to attack and defend | **Dance – Through the ages**     * Develop a motif demonstrating some agility, balance, coordination and precision * Creatively change static actions into travelling movements * Communicate effectively with a partner * Communicate effectively within a group * Communicate effectively within a group * Evaluate the work of other’s using simple technical language | **Hockey**   * To stop a ball * To change direction easily * To control a ball sent to me. * To receive a pass on the run * To play advantage appropriately. * To work effectively as part as a team. | **Gymnastics - Synchronisation and canon**   * Slide, scramble, push and spin * Perform in canon to a consistent tempo, so that my sequence flows * Create a sequence working at different levels and with different dynamics * Perform balances on patches and in unison, and rolls in canon * Perform in a group demonstrating different dynamics- changes of level, speed and direction * Perform a routine as a group, displaying canon and unison | **Gymnastics – Partner work, under and over**     * Roll over my partner who is in a long pencil shape * Form strong arches and bridges * Leapfrog others safely * Work with a partner, to travel over and under, on both floor and benches * Travel over a partner by taking my weight on my hands * Work over and under on the floor and apparatus |
| **Outside** | **OAA**   * Use non-verbal communication to solve problems * Work with a partner to navigate successfully across and through obstacles while blindfolded * Stay focused * Think creatively to find solutions to challenges * Navigate my way around using a map * Work with a partner/group to find a number of controls using a map * Identify the location of a number of controls which relate to specific letters of the alphabet | **Football**     * Demonstrate skill and close control * Combine skills to allow my team to retain possession * Identify which shooting technique to use to be successful * Communicate well with my teammates * Combine skills to create a goal scoring opportunity * Cooperate, communicate and collaborate with others to achieve shared goals | **Tag Rugby**     * Pop pass and pocket pass * Send and receive a ball on the run and under pressure * Pass a rugby ball backwards consistently * Pass missing out players in a line * Attack in staggered lines * Apply skills effectively | **Basketball**   * To control a basketball using two hands. * To pass the ball using good techniques. * To demonstrate different dribbling skills. * To mark a player or area of the court. * To use the correct techniques to shoot a basketball. * To dribble, pass and shoot the basketball effectively in a game. | **Y5 Athletics**     * Change pace and run at different tempos * Throw with accuracy and power using the pull technique * Throw with greater force and over longer distances * Perform the correct techniques for triple jump, high jump and standing vertical jump * Combine sprinting with hurdling * Transfer a relay baton efficiently as part of a team | **Cricket**     * Catch consistently well under pressure * Pull a ball from a short delivery to the leg side * Perform a range of fielding techniques * Bowl with consistent accuracy and length * Show tactical awareness as a fielder * Link my skills and perform in a competitive game |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 6** | | | | | | |
| **Inside** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Gymnastics – Counter balance & counter tension**     * Hold controlled balances on a variety of points and patches on a given number of body parts * Hold a range of symmetrical and asymmetrical counter balances * Roll as part of a balancing and rolling sequence * Link my skills to perform actions and sequences * Link asymmetrical counter tension balances and counter balances using transitional moves * Perform asymmetrical counter balances in a sequence, using canon or unison | **Dodgeball**     * Dodge to evade the ball * Throw with increasing power and at a low trajectory * Catch balls thrown at me low down and at pace * Play adapted games with special rules * Work as a group to come up with some tactics * Compete against others effectively | **Dance- WW2**   * Develop a motif demonstrating some agility, balance, coordination and precision * Show different levels, pathways and directions when I travel * Communicate effectively with a partner * Communicate effectively within a group * Improve our ideas * Evaluate the work of other’s using simple technical language | **Hockey**   * To dribble the ball with my head up. * To push pass accurately. * To send and receive under pressure. * To develop a range of attacking skills and strategies. * To use the width of the pitch when attacking. * To support teammates by communicating with them. | **Gymnastics – Group sequencing**     * Perform in unison with others * Work in a group of 4 to create a sequence of rolls * Create a sequence were starting and finishing points are clearly defined * Work in a group of 6 to create a sequence involving different formations and pathways * Work as part of a team to create a sequence involving flight * Spin on a variety of points and patches * Create a sequence working at different levels and with different dynamics * Travel on different body parts * Take weight on my hands in different ways * Perform a sequence as a group with changes in direction, level and speed * Create sequences with pathways that cross * Mirror asymmetrical body shapes within a group * Time my moves within a group sequence | **Swimming**   * Improve technique in all four main strokes: front crawl, backstroke, breaststroke, and butterfly (or at least an introduction to butterfly technique). * Emphasize proper breathing techniques for each stroke, especially the coordination of breathing in freestyle. * Practice streamlined body positions for each stroke, with a focus on reducing drag and increasing efficiency. * Swim longer distances (e.g., 25-50 meters) without stopping for each stroke. * Improve stamina through continuous swim activities, building up to sustained swims of 200 meters using a combination of strokes. * Begin basic interval training to help students manage pacing and endurance. |
| **Outside** | **OAA**     * Work as part of a team * Give clear instructions * Stay focused * Work together in a small group to solve problems * Demonstrate teamwork and a good level of communication to complete a group task * Work quickly and effectively against the clock * Communicate positively with the other members of my team | **Football**     * Pass the ball and move into space * Dribble at different tempos * Keep the ball moving when running at an opponent * Defend thoughtfully, slowing attackers down and not overcommitting too soon * Make the most of having extra player/s on my team * Officiate if given the chance | **Tag Rugby**     * Tag someone safely * Send and receive a ball on the run and under pressure * Dummy a pass * Take a tap penalty with a dummy half * Organise my position so that I receive passes on the run * Develop game understanding and compete in a game of tag rugby | **Basketball**   * To protect the ball under pressure. * To cut away and back again to receive in space. * To combine a range of dribbles and vary speed and direction to get past defenders. * To limit opposition attacking opportunities with different defensive styles. * To use screens to free-up teammates to shoot or drive. * To dribble, pass and shoot the basketball effectively in a game. | **Athletics**     * Sustain my pace over longer distances * Throw after a run up * Throw with greater control, accuracy and efficiency * Measure accurately my performance at standing vertical jumping * Combine sprinting with hurdling * Transfer a relay baton efficiently as past of a team | **Cricket**     * Throw accurately overarm * Pull a ball from a short delivery to the leg side * Bowl with a run up * Use my feet to get to the pitch of the ball when batting * Play a square cut shot * Bowl by running in close to the wickets |