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|  | **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.
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**Key Stage One**

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| **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
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| **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.
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**Key Stage Two**

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| **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
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| **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
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| **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
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| **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
 |