

Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Acquiring and developing skills</p>	<ul style="list-style-type: none"> • explore movement ideas and respond imaginatively to a range of stimuli (ADS 1) • move confidently and safely in their own and general space, using changes of speed, level and direction (ADS 2) 	<ul style="list-style-type: none"> • explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance. (ADS 3) 	<ul style="list-style-type: none"> • improvise freely on their own and with a partner, translating ideas from a stimulus into movement (ADS 4) 	<ul style="list-style-type: none"> • explore and create characters and narratives in response to a range of stimuli (ADS 5) 	<ul style="list-style-type: none"> • explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group (ADS 6) 	<ul style="list-style-type: none"> • explore, improvise and combine movement ideas fluently and effectively (ADS 7)
<p>Selecting and applying skills, tactics and compositional ideas</p>	<ul style="list-style-type: none"> • compose and link movement to make simple dances with clear beginnings, middles and ends (SAS 1) • perform movement phrases using a range of body actions and body parts (SAS 2) 	<ul style="list-style-type: none"> • compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas (SAS 3) 	<ul style="list-style-type: none"> • create and link dance phrases using a simple dance structure or motif (SAS 4) • perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups (SAS 5) 	<ul style="list-style-type: none"> • use simple choreographic principles to create motifs and narrative (SAS 6) • perform complex dance phrases and dances that communicate character and narrative (SAS 7) 	<ul style="list-style-type: none"> • compose dances by using adapting and developing steps, formations and patterning from different dance styles (SAS 8) • perform dances expressively, using a range of performance skills (SAS 9) 	<ul style="list-style-type: none"> • create and structure motifs, phrases, sections and whole dances (SAS 10) • begin to use basic compositional principles when creating their dances (SAS 11)
<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> • recognise how their body feels when still and exercising (FH 1) 	<ul style="list-style-type: none"> • recognise and describe how different dance activities make them feel (FH 2) • understand the importance of warming up and cooling down (FH 3) 	<ul style="list-style-type: none"> • keep up activity over a period of time and know they need to warm up and cool down for dance (FH 4) 	<ul style="list-style-type: none"> • know and describe what you need to do to warm up and cool down for dance (FH 5) 	<ul style="list-style-type: none"> • organise their own warm-up and cool-down activities to suit the dance (FH 6) • show an understanding of why it is important to warm up and cool down (FH 7) 	<ul style="list-style-type: none"> • understand why dance is good for their fitness, health and wellbeing (FH 8) • prepare effectively for dancing (FH 9)

<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> • talk about dance ideas inspired by different stimuli (EIP 1) • copy, watch and describe dance movement (EIP 2) 	<ul style="list-style-type: none"> • watch and describe dance phrases and dances and use what they learn to improve their own work (EIP 3) 	<ul style="list-style-type: none"> • describe and evaluate some of the compositional features of dances performed with a partner and in a group (EIP 4) • talk about how they might improve their dances (EIP 5) 	<ul style="list-style-type: none"> • describe, interpret and evaluate their own and others' dances, taking account of character and narrative (EIP 6) 	<ul style="list-style-type: none"> • describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context (EIP 7) 	<ul style="list-style-type: none"> • understand how a dance is formed and performed (EIP 8) • evaluate, refine and develop their own and others work (EIP 9)
<p>Vocabulary</p>	<p>Travel Stillness Direction Space Body parts Levels Speed</p>		<p>Travel Stillness Direction Space Body parts Pattern Levels Speed Space Repetition Action and reaction</p>		<p>Travel Stillness Direction Space Body parts Pattern Levels Action Speed Space Reaction Repetition Action and reaction Dance style Technique Rhythm Variation Unison Canon</p>	

Games	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<ul style="list-style-type: none"> • be confident and safe in the spaces used to play games (ADS 8) • explore and use skills, actions and ideas individually and in combination to suit the game they are playing (ADS 9) 	<ul style="list-style-type: none"> • improve the way they coordinate and control their bodies and a range of equipment (ADS 10) • remember, repeat and link combinations of skills (ADS 11) 	<ul style="list-style-type: none"> • consolidate and improve the quality of their techniques and their ability to link movements (ADS 12) • develop the range and consistency of their skills in all games (ADS 13) 	<ul style="list-style-type: none"> • develop the range and consistency of their skills in all games (ADS 14) 	<ul style="list-style-type: none"> • develop a broader range of techniques and skills for attacking and defending (ADS 15) • develop consistency in their skills (ADS 16) 	<ul style="list-style-type: none"> • choose, combine and perform skills more fluently and effectively in invasion, striking and net games (ADS 17)
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> • choose and use skills effectively for particular games (SAS 12) 	<ul style="list-style-type: none"> • choose, use and vary simple tactics (SAS 13) 	<ul style="list-style-type: none"> • improve their ability to choose and use simple tactics and strategies (SAS 14) • keep, adapt and make rules for striking and fielding and net games (SAS 15) 	<ul style="list-style-type: none"> • devise and use rules (SAS 16) • keep, adapt and make rules for striking and fielding and net games (SAS 17) • use and adapt tactics in different situations (SAS 18) 	<ul style="list-style-type: none"> • know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations (SAS 19) • choose and apply skills more consistently in all activities (SAS 20) 	<ul style="list-style-type: none"> • understand, choose and apply a range of tactics and strategies for defence and attack (SAS 21) • use these tactics and strategies more consistently in similar games (SAS 22)
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> • know that being active is good for them and fun (FH 10) 	<ul style="list-style-type: none"> • recognise and describe what their bodies feel like during different types of activity (FH 11) 	<ul style="list-style-type: none"> • know and describe the short-term effects of different exercise activities on the body (FH 12) • know how to improve stamina (FH 13) • begin to understand the importance of warming up (FH 14) 	<ul style="list-style-type: none"> • recognise which activities help their speed, strength and stamina and know when they are (FH15) important in games • recognise how specific activities affect their bodies (FH 16) 	<ul style="list-style-type: none"> • know and understand the basic principles of warming up, and understand why it is important for a good-quality performance (FH17) • understand why exercise is good for their fitness, health and wellbeing (FH18) 	<ul style="list-style-type: none"> • understand why exercise is good for their fitness, health and wellbeing (FH19) • understand the need to prepare properly for games (FH 20)

Evaluating and improving performance	<ul style="list-style-type: none"> watch, copy and describe what others are doing (EIP 10) describe what they are doing 	<ul style="list-style-type: none"> recognise good quality in performance (EIP 11) use information to improve their work (EIP 12) 	<ul style="list-style-type: none"> recognise good performance and identify the parts of a performance that need improving (EIP 13) use what they have learned to improve their work (EIP 14) 	<ul style="list-style-type: none"> explain their ideas and plans (EIP 15) recognise aspects of their work that need improving (EIP 16) suggest practices to improve their play (EIP 17) 	<ul style="list-style-type: none"> choose and use information to evaluate their own and others' work (EIP 18) suggest improvements in own and others' performances (EIP 19) 	<ul style="list-style-type: none"> develop their ability to evaluate their own and others' work, and to suggest ways to improve it (EIP 20) know why warming up and cooling down are important (EIP 21)
Vocabulary	Striking Catching Own space Team Speed Direction Scoring Passing Controlling Shooting	Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting	Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Team play Batting Fielding Bowler Defending Hitting Offside Pitch Forehand/backhand			
<u>Gymnasti</u> <u>CS</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<ul style="list-style-type: none"> explore gymnastics actions and still shapes (ADS 18) move confidently and safely in their own and general space, using change of speed and direction (ADS 19) 	<ul style="list-style-type: none"> remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision (ADS 20) 	<ul style="list-style-type: none"> consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements (ADS 21) 	<ul style="list-style-type: none"> develop the range of actions, body shapes and balances they include in a performance (ADS 22) perform skills and actions more accurately and consistently (ADS 23) 	<ul style="list-style-type: none"> perform actions, shapes and balances consistently and fluently in specific activities (ADS 24) 	<ul style="list-style-type: none"> combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas (ADS 25)

<p>Selecting and applying skills, tactics and compositional ideas</p>	<ul style="list-style-type: none"> copy or create and link movement phrases with beginnings, middles and ends (SAS 23) perform movement phrases using a range of body actions and body parts (SAS 24) 	<ul style="list-style-type: none"> choose, use and vary simple compositional ideas in the sequences they create and perform. (SAS 25) 	<ul style="list-style-type: none"> Improve their ability to select appropriate actions and use simple compositional ideas (SAS 26) 	<ul style="list-style-type: none"> create gymnastic sequences that meet a theme or set of conditions (SAS 27) use compositional devices when creating their sequences, such as changes in speed, level and direction (SAS 28) 	<ul style="list-style-type: none"> choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations (SAS 29) 	<ul style="list-style-type: none"> develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles (SAS 30) 		
<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> know how to carry and place apparatus (FH 21) recognise how their body feels when still and when exercising (FH 22) 	<ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity (FH 23) lift, move and place equipment safely (FH 24) 	<ul style="list-style-type: none"> recognise and describe the short term effects of exercise on the body during different activities (FH 25) know the importance of suppleness and strength (FH 26) 	<ul style="list-style-type: none"> describe how the body reacts during different types of activity and how this affects the way they perform (FH 27) 	<ul style="list-style-type: none"> know and understand the basic principles of warming up and why it is important for good quality performance (FH 28) understand why physical activity is good for their health (FH 29) 	<ul style="list-style-type: none"> understand why warming-up and cooling-down are important (FH 30) understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves (FH 31) carry out warm ups safely and effectively (FH 32) 		
<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> watch copy and describe what they and others have done (EIP 22) 	<ul style="list-style-type: none"> improve their work using information they have gained by watching, listening and investigating (EIP 23) 	<ul style="list-style-type: none"> describe and evaluate the effectiveness and quality of a performance (EIP 24) recognise how their own performance has improved (EIP 25) 	<ul style="list-style-type: none"> describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved (EIP 26) 	<ul style="list-style-type: none"> choose and use information and basic criteria to evaluate their own and others' work (EIP 27) 	<ul style="list-style-type: none"> evaluate their own and others' work (EIP 28) suggest ways of making improvements (EIP 29) 		
<p>Vocabulary</p>	<p>Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow</p>		<p>Stretch push pull step Spring crawl still slowly Tall long forwards high Low roll copy jump Land balance</p>			<p>Muscles Joints Turn Symmetrical/asymmetrical Rotation Shape Landing Take-off Flight Performance/evaluation</p>		

Swimming Activities and Water Safety	Year 1/2/3	Year 3/4/5/6
Acquiring and developing skills	<ul style="list-style-type: none"> • work with confidence in the water(ADS 26) • explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water (ADS 27) • remember, repeat and link skills (ADS 28) 	<ul style="list-style-type: none"> • consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills (ADS 29) • improve linking movements and actions (ADS 30)
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> • know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction SAS 31 • improve the control and co-ordination of their bodies in water SAS 32 	<ul style="list-style-type: none"> • choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges SAS 33
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> • know that being active is fun and good for them FH 33 • recognise what their bodies feel like during different activities FH 34 	<ul style="list-style-type: none"> • know and describe the short-term effects of exercise on the body and how it reacts to different types of activity FH 35
Evaluating and improving performance	<ul style="list-style-type: none"> • watch, copy and describe what they and others have done and use the information to improve their work EIP 30 	<ul style="list-style-type: none"> • describe and evaluate the quality of swimming and recognise what needs improving EIP 31

<u>Outdoor and Adventurous Activities</u>	Year 1/2	Year 3/4	Year 5/6
Acquiring and developing skills	<ul style="list-style-type: none"> • recognise their own space ADS 31) • explore finding different places ADS 32) 	<ul style="list-style-type: none"> • develop the range and consistency of their skills and work with others to solve challenges ADS 33) 	<ul style="list-style-type: none"> • develop and refine orienteering and problem-solving skills when working in groups and on their own ADS 34)
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> • follow simple routes and trails, orientating themselves successfully SAS 34 • solve simple challenges and problems successfully SAS 35 	<ul style="list-style-type: none"> • choose and apply strategies and skills to meet the requirements of a task or challenge SAS 36 	<ul style="list-style-type: none"> • decide what approach to use to meet the challenge set SAS 37 • adapt their skills and understanding as they move from familiar to unfamiliar environments SAS 38
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> • recognise and describe how their body feels during exercise FH 36 	<ul style="list-style-type: none"> • recognise the effect of different activities on the body and to prepare for them physically FH 37 • work safely FH 38 	<ul style="list-style-type: none"> • understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing FH 39
Evaluating and improving performance	<ul style="list-style-type: none"> • observe what they and others have done and use their observations to improve their performance EIP 32 	<ul style="list-style-type: none"> • describe and evaluate their own and others' performances, and identify areas that need improving EIP 33 	<ul style="list-style-type: none"> • see the importance of a group or team plan, and the value of pooling ideas EIP 34 • improve their performance by changing or adapting their approaches as needed EIP 35

<u>Athletic activities</u>	Year 1/2	Year 3/4	Year 5/6
Acquiring and developing skills	<ul style="list-style-type: none"> remember, repeat and link combinations of actions ADS 35 use their bodies and a variety of equipment with greater control and coordination ADS 36 	<ul style="list-style-type: none"> consolidate and improve the quality, range and consistency of the techniques they use for particular activities ADS 37 	<ul style="list-style-type: none"> develop the consistency of their actions in a number of events ADS 38 increase the number of techniques they use ADS 39
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> use their bodies and a variety of equipment with greater control and coordination SAS 39 	<ul style="list-style-type: none"> develop their ability to choose and use simple tactics and strategies in different situations SAS 40 	<ul style="list-style-type: none"> choose appropriate techniques for specific events SAS 41
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity FH 40 	<ul style="list-style-type: none"> know, measure and describe the short-term effects of exercise on the body FH 41 describe how the body reacts to different types of activity FH 42 	<ul style="list-style-type: none"> understand the basic principles of warming up FH 43 understand why exercise is good for fitness, health and wellbeing FH 44
Evaluating and improving performance	<ul style="list-style-type: none"> watch, copy and describe what they and others have done EIP 36 	<ul style="list-style-type: none"> describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving EIP 37 	<ul style="list-style-type: none"> evaluate their own and others' work and suggest ways to improve it EIP 38