

INVASION GAMES

Fundamental movement skills (locomotive)		Invasions games (Handball)		Invasion games (Football)	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Travel in different ways: - Walk - Run - Hop - Skip - Jump ▪ Develop spatial awareness. ▪ Move in different directions. ▪ Use hands to control a ball. ▪ Throw a large ball. 	<ul style="list-style-type: none"> ▪ Travel in different ways: - Walk - Run - Hop - Skip - Jump ▪ Use spatial awareness within a game. ▪ Move in different directions. ▪ Change speed of movement. ▪ Control a ball within a game. ▪ Throw a large ball. 	<ul style="list-style-type: none"> ▪ Pass a ball to a team player accurately. ▪ Catch a ball accurately. ▪ Shoot a ball towards a target. ▪ Develop passing skills. ▪ Develop movement skills. ▪ Develop simple tactics to score points. ▪ Participate in team games with an opposing side. 	<ul style="list-style-type: none"> ▪ Throw a larger ball accurately. ▪ Catch a larger ball that has been thrown to them from a team player. ▪ Practise passing to a partner using a number of sending and receiving techniques. ▪ Keep possession of a ball within a game. ▪ Score points and keep a record of this. ▪ Know what rules are needed to make the game fair. 	<ul style="list-style-type: none"> ▪ Practise passing to a partner using a number of sending and receiving techniques. ▪ Learn to shield and defend a ball. ▪ Change speed and direction to get away from an opponent. ▪ Score points, in a variety of ways. ▪ Mark an opponent. ▪ Know what rules are needed to make the game fair. 	<ul style="list-style-type: none"> ▪ Make accurate passes to a team mate. ▪ Receive the ball effectively from a team mate. ▪ Understand that when their team has the ball they're attacking. ▪ Understand that when their team doesn't have the ball they're defending. ▪ Make a tackle to defend the ball. ▪ Be part of a formation to play a game within a team. ▪ Play in different positions. (Goal keeper, defender, attacker).

NET & WALL GAMES

Fundamental movement skills (manipulative)		Net and wall games (Tennis)		Net and wall games (Tennis)	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Throw a large ball. ▪ Catch a large ball. ▪ Roll a ball to an end target. ▪ Strike with a racket or a bat. ▪ Aim at a target with increasing accuracy. ▪ Travel with a ball. ▪ Move into available space. ▪ Pass the ball to another player during a game. 	<ul style="list-style-type: none"> ▪ Throw a foam tennis ball. ▪ Catch a foam tennis ball. ▪ Balance a ball on a racket. ▪ Hit a ball with some accuracy. ▪ Travel with a ball in different ways. ▪ Change speed and direction. ▪ Pass the ball to another player in different ways. 	<ul style="list-style-type: none"> ▪ Throw a tennis ball. ▪ Catch a tennis ball. ▪ Hit a ball with increasing accuracy using a racket. ▪ Hit a ball over a net. ▪ Begin to learn different strokes (forehand and backhand). ▪ Practice a batting technique and use it in a game. ▪ Participate in team games. 	<ul style="list-style-type: none"> ▪ Throw a tennis ball accurately. ▪ Catch a tennis ball accurately. ▪ Use a bat to hit a ball with accuracy and control. ▪ Use hand-eye coordination to strike a moving ball. ▪ Use different strokes (forehand and backhand). ▪ Build a rally with a partner. ▪ Participate in competitive team games. 	<ul style="list-style-type: none"> ▪ Learn an underarm serve. ▪ Learn an overhead serve. ▪ Serve forehand and backhand shots. ▪ Hit a shuttle using a racket. ▪ Hit a shuttle towards a target. ▪ Learn new shots (overhead and lob shots). ▪ Build a rally with a partner. ▪ Participate in individual games. ▪ Use a scoring system. 	<ul style="list-style-type: none"> ▪ Use an underarm serve. ▪ Use an overhead serve. ▪ Understand how to serve to start a game. ▪ Hit a served ball. ▪ Decide when it is best to use different shots during a game. ▪ Use good hand-eye coordination to direct a shuttle. ▪ Participate in team games. ▪ Use a scoring system.

GYMNASTICS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Create and perform a movement sequence. ▪ Copy actions and movement sequences with a beginning, middle and end. ▪ Link two actions to make a sequence. ▪ Recognise and copy contrasting actions (small/tall, narrow/wide). ▪ Travel in different ways, changing direction and speed. ▪ Hold still shapes and simple balances. ▪ Carry out simple stretches. ▪ Carry out a range of simple jumps, landing safely. ▪ Move around, under, over, and through different objects and equipment. ▪ Begin to move with control and care. 	<ul style="list-style-type: none"> ▪ Copy, explore and remember actions and movements to create their own sequence. ▪ Link actions to make a sequence. ▪ Travel in a variety of ways, including rolling. ▪ Hold a still shape whilst balancing on different points of the body. ▪ Jump in a variety of ways and land with increasing control and balance. ▪ Climb onto and jump off the equipment safely. ▪ Move with increasing control and care. 	<ul style="list-style-type: none"> ▪ Choose ideas to compose a movement sequence independently and with others. ▪ Link combinations of actions with increasing confidence, including changes of direction, speed or level. ▪ Develop the quality of their actions, shapes and balances. ▪ Move with coordination, control and care. ▪ Use turns whilst travelling in a variety of ways. ▪ Use a range of jumps in their sequences. ▪ Begin to use equipment to vault. ▪ Create interesting body shapes while holding balances with control and confidence. ▪ Begin to show flexibility in movements. 	<ul style="list-style-type: none"> ▪ Create a sequence of actions that fit a theme. ▪ Use an increasing range of actions, directions and levels in their sequences. ▪ Move with clarity, fluency and expression. ▪ Show changes of direction, speed and level during a performance. ▪ Travel in different ways, including using flight. ▪ Improve the placement and alignment of body parts in balances. ▪ Use equipment to vault in a variety of ways. ▪ Carry out balances, recognising the position of their centre of gravity and how this affects the balance. ▪ Begin to develop good technique when travelling, balancing and using equipment. ▪ Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> ▪ Select ideas to compose specific sequences of movements, shapes and balances. ▪ Adapt their sequences to fit new criteria or suggestions. ▪ Perform jumps, shapes and balances fluently and with control. ▪ Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. ▪ Confidently use equipment to vault in a variety of ways. ▪ Apply skills and techniques consistently. ▪ Develop strength, technique and flexibility throughout performances. ▪ Combine equipment with movement to create sequences. 	<ul style="list-style-type: none"> ▪ Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. ▪ Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. ▪ Confidently use equipment to vault and incorporate this into sequences. ▪ Apply skills and techniques consistently, showing precision and control. ▪ Develop strength, technique and flexibility throughout performances.

DANCE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Copy and repeat actions. ▪ Put a sequence of actions together to create a motif. ▪ Vary the speed of their actions. ▪ Use simple choreographic devices such as unison, canon and mirroring. ▪ Begin to improvise independently to create a simple dance. 	<ul style="list-style-type: none"> ▪ Copy, remember and repeat actions. ▪ Create a short motif inspired by a stimulus. ▪ Change the speed and level of their actions. ▪ Use simple choreographic devices such as unison, canon and mirroring. ▪ Use different transitions within a dance motif. ▪ Move in time to music. ▪ Improve the timing of their actions. 	<ul style="list-style-type: none"> ▪ Begin to improvise with a partner to create a simple dance. ▪ Create motifs from different stimuli. ▪ Begin to compare and adapt movements and motifs to create a larger sequence. ▪ Use simple dance vocabulary to compare and improve work. ▪ Perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> ▪ Identify and repeat the movement patterns and actions of a chosen dance style. ▪ Compose a dance that reflects the chosen dance style. ▪ Confidently improvise with a partner or on their own. ▪ Compose longer dance sequences in a small group. ▪ Demonstrate precision and some control in response to stimuli. ▪ Begin to vary dynamics and develop actions and motifs in response to stimuli. ▪ Demonstrate rhythm and spatial awareness. ▪ Change parts of a dance as a result of self-evaluation. ▪ Use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> ▪ Identify and repeat the movement patterns and actions of a chosen dance style. ▪ Compose individual, partner and group dances that reflect the chosen dance style. ▪ Show a change of pace and timing in their movements. ▪ Develop an awareness of use of space. ▪ Demonstrate imagination and creativity in the movements they devise in response to stimuli. ▪ Use transitions to link motifs smoothly together. ▪ Improvise with confidence, still demonstrating fluency across the sequence. ▪ Ensure their actions fit the rhythm of the music. ▪ Modify parts of a sequence as a result of self and peer evaluation. ▪ Use more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> ▪ Identify and repeat the movement patterns and actions of a chosen dance style. ▪ Compose individual, partner and group dances that reflect the chosen dance style. ▪ Use dramatic expression in dance movements and motifs. ▪ Perform with confidence, using a range of movement patterns. ▪ Demonstrate strong and controlled movements throughout a dance sequence. ▪ Combine flexibility, techniques and movements to create a fluent sequence. ▪ Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. ▪ Show a change of pace and timing in their movements. ▪ Move rhythmically and accurately in dance sequences. ▪ Improvise with confidence, still demonstrating fluency across their sequence. ▪ Dance with fluency and control, linking all movements and ensuring that transitions flow. ▪ Demonstrate consistent precision when performing dance sequences. ▪ Modify some elements of a sequence as a result of self and peer evaluation. ▪ Use complex dance vocabulary to compare and improve work.

STRIKING & FIELDING GAMES

Team games		Striking and fielding games (rounders)		Striking and fielding games (cricket)	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Throw a ball under arm. ▪ Catch a ball from an under arm throw. ▪ Throw a ball/beanbag to an end target. ▪ Strike with a racket or a bat. ▪ Follow the rules of the game. ▪ Play a game fairly and in a sporting manner. ▪ Use fielding skills when playing a game. 	<ul style="list-style-type: none"> ▪ Throw a small ball accurately. ▪ Throw a ball for distance. ▪ Catch a small ball accurately. ▪ Strike a ball using a bat, with some accuracy. ▪ Begin to position the body accurately to strike a ball. ▪ Follow the rules of the game. ▪ Play a game fairly and in a sporting manner. ▪ Use fielding skills when playing a game. 	<ul style="list-style-type: none"> ▪ Throw a ball at a given target. ▪ Serve underarm. ▪ Use a correct batting technique. ▪ Position the body accurately to strike a ball. ▪ Strike a ball for distance. ▪ Practise techniques for catching a ball accurately. ▪ Begin to learn different positions (bases, backstop, bowler, batter) ▪ Play rounders competitively and fairly. 	<ul style="list-style-type: none"> ▪ Accurately serve underarm. ▪ Investigate different ways of throwing. ▪ Use agility, balance and coordination to field a ball. ▪ Use agility, balance and coordination to move your body into a good position for catching. ▪ Use a bat to hit a ball with accuracy and control. ▪ Use hand-eye coordination to strike a moving ball. 	<ul style="list-style-type: none"> ▪ Begin to learn to bowl over arm safely. ▪ Run between wickets. ▪ Use different techniques to hit a ball. ▪ Identify when different shots are best used. ▪ Begin to play in different positions (fielder, wicket keeper, batter, bowler). ▪ Apply skills during mini games. 	<ul style="list-style-type: none"> ▪ Bowl overarm and underarm. ▪ Hit a bowled ball over long distances. ▪ Decide when it is best to use different shots during a game. ▪ Use good hand-eye coordination to direct a ball when striking. ▪ Begin to play in different positions (fielder, wicket keeper, batter, bowler). ▪ Apply skills during mini games.

ATHLETICS, leading to Sports Day

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Running</p> <ul style="list-style-type: none"> ▪ Vary their pace and speed when running. ▪ Run with a basic technique over different distances. ▪ Show good posture and balance. ▪ Jog in a straight line. ▪ Change direction when jogging. ▪ Sprint in a straight line. ▪ Change direction when sprinting. ▪ Maintain control as they change direction when jogging or sprinting. <p>Jumping</p> <ul style="list-style-type: none"> ▪ Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. 	<p>Running</p> <ul style="list-style-type: none"> ▪ Run at different paces, describing the different paces. ▪ Use a variety of different stride lengths. ▪ Travel at different speeds. ▪ Begin to select the most suitable pace and speed for distance. ▪ Complete an obstacle course. ▪ Vary the speed and direction in which they are travelling. ▪ Run with basic techniques following a curved line. ▪ Be able to maintain and control a run over different distances. <p>Jumping</p> <ul style="list-style-type: none"> ▪ Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. 	<p>Running</p> <ul style="list-style-type: none"> ▪ Identify and demonstrate how different techniques can affect their performance. ▪ Focus on their arm and leg action to improve their sprinting technique. ▪ Begin to combine running with jumping over hurdles. ▪ Focus on trail leg and lead leg action when running over hurdles. ▪ Understand the importance of adjusting running pace to suit the distance being ran. <p>Jumping</p> <ul style="list-style-type: none"> ▪ Use one and two feet to take off and to land with. ▪ Develop an effective take-off for the standing long jump. 	<p>Running</p> <ul style="list-style-type: none"> ▪ Confidently demonstrate an improved technique for sprinting. ▪ Carry out an effective sprint finish. ▪ Perform a relay, focusing on the baton changeover technique. ▪ Speed up and slow down smoothly. <p>Jumping</p> <ul style="list-style-type: none"> ▪ Learn how to combine a hop, step and jump to perform the standing triple jump. ▪ Land safely and with control. 	<p>Running</p> <ul style="list-style-type: none"> ▪ Accelerate from a variety of starting positions and select their preferred position. ▪ Identify their reaction times when performing a sprint start. ▪ Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. ▪ Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. ▪ Identify and demonstrate stamina, explaining its importance for runners. <p>Jumping</p> <ul style="list-style-type: none"> ▪ Improve techniques for jumping for distance. ▪ Perform an effective standing long jump. 	<p>Running</p> <ul style="list-style-type: none"> ▪ Recap, practise and refine an effective sprinting technique, including reaction time. ▪ Build up speed quickly for a sprint finish. ▪ Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. ▪ Accelerate to pass other competitors. ▪ Work as a team to competitively perform a relay. ▪ Confidently and independently select the most appropriate pace for different distances and different parts of the run. ▪ Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. <p>Jumping</p> <ul style="list-style-type: none"> ▪ Develop the technique for the standing vertical jump. ▪ Maintain control at each of the different stages of the triple jump.

<ul style="list-style-type: none"> ▪ Perform a short jumping sequence. ▪ Jump as high as possible. ▪ Jump as far as possible. ▪ Land safely and with control. ▪ Work with a partner to develop their control of jumps. 	<ul style="list-style-type: none"> ▪ Combine different jumps together with some fluency and control. ▪ Jump for distance from a standing position with accuracy and control. ▪ Investigate the best jumps to cover different distances. ▪ Choose the most appropriate jumps to cover different distances. ▪ Know that the leg muscles are used when performing a jumping action. 	<ul style="list-style-type: none"> ▪ Develop an effective flight phase for the standing long jump. ▪ Land safely and with control. 	<ul style="list-style-type: none"> ▪ Begin to measure the distance jumped. 	<ul style="list-style-type: none"> ▪ Perform the standing triple jump with increased confidence. ▪ Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. ▪ Land safely and with control. ▪ Measure the distance and height jumped with accuracy. ▪ Investigate different jumping techniques. 	<ul style="list-style-type: none"> ▪ Land safely and with control. ▪ Develop and improve their techniques for jumping for height and distance and support others in improving their performance. ▪ Perform and apply different types of jumps in other contexts. ▪ Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
<p>Throwing</p> <ul style="list-style-type: none"> ▪ Throw underarm and overarm. ▪ Throw a ball towards a target with increasing accuracy. ▪ Improve the distance they can throw by using more power. 	<p>Throwing</p> <ul style="list-style-type: none"> ▪ Throw different types of equipment in different ways, for accuracy and distance. ▪ Throw with accuracy at targets of different heights. ▪ Investigate ways to alter their throwing technique to achieve greater distance. 	<p>Throwing</p> <ul style="list-style-type: none"> ▪ Throw with greater control and accuracy. ▪ Show increasing control in their overarm throw. ▪ Perform a push throw. ▪ Continue to develop techniques to throw for increased distance. 	<p>Throwing</p> <ul style="list-style-type: none"> ▪ Perform a pull throw. ▪ Measure the distance of their throws. ▪ Continue to develop techniques to throw for increased distance. 	<p>Throwing</p> <ul style="list-style-type: none"> ▪ Perform a fling throw. ▪ Throw a variety of implements using a range of throwing techniques. ▪ Measure and record the distance of their throws. ▪ Continue to develop techniques to throw for increased distance. 	<p>Throwing</p> <ul style="list-style-type: none"> ▪ Perform a heave throw. ▪ Measure and record the distance of their throws. ▪ Continue to develop techniques to throw for increased distance and support others in improving their personal best. ▪ Develop and refine techniques to throw for accuracy.