|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Games** | **Dance** | **Gymnastics****(floor)** | **Games** | **Gymnastics****(apparatus)** | **Games** |
| **Development Matters PSED****Self-Confidence and Self-Awareness****(ELG)** | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. |
| **Development Matters PSED****Managing feelings and behaviour****(ELG)** | They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |
| **Development Matters CLL****Listening and attention****(ELG)** | Children listen attentively in a range of situations.They give their attention to what others say and respond appropriately |
| **Development Matters CLL****Understanding****(ELG)** | Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences |
| **Development Matters CLL****Speaking****(ELG)** | Children express themselves effectively, showing awareness of listeners’ needs. |
| **Development Matters PD****Moving and handling****(ELG)** | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.* Experiments with different ways of moving.
* Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
* Travels with confidence and skill around, under, over and through balancing and climbing equipment.
* Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
* Shows a preference for a dominant hand.
* Begins to use anticlockwise movement
 | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.* Experiments with different ways of moving.
* Jumps off an object and lands appropriately.
* Negotiates space successfully, adjusting speed or changing direction to avoid obstacles.
* Travels with confidence and skill around, under, over and through
* Begins to use anticlockwise movement
 | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.* Experiments with different ways of moving.
* Jumps off an object and lands appropriately.
* Negotiates space successfully, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.
* Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
* Shows a preference for a dominant hand.
* Begins to use anticlockwise movement
 | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.* Experiments with different ways of moving.
* Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
* Travels with confidence and skill around, under, over and through balancing and climbing equipment.
* Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
* Shows a preference for a dominant hand.
* Begins to use anticlockwise movement
 | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.* Experiments with different ways of moving.
* Jumps off an object and lands appropriately.
* Negotiates space successfully, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.
* Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
* Shows a preference for a dominant hand.
* Begins to use anticlockwise movement
 | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.* Experiments with different ways of moving.
* Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
* Travels with confidence and skill around, under, over and through balancing and climbing equipment.
* Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
* Shows a preference for a dominant hand.
* Begins to use anticlockwise movement
 |
| **Development Matters PD****Health and self-care****(ELG)** | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
* Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
* Shows understanding of how to transport and store equipment safely.
* Practices some appropriate safety measures without direct supervision.
 | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
* Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
* Shows understanding of how to transport and store equipment safely.
* Practices some appropriate safety measures without direct supervision.
 | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
* Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
* Shows understanding of how to transport and store equipment safely.
* Practices some appropriate safety measures without direct supervision.
 | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
* Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
* Shows understanding of how to transport and store equipment safely.
* Practices some appropriate safety measures without direct supervision.
 | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
* Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
* Shows understanding of how to transport and store equipment safely.
* Practices some appropriate safety measures without direct supervision.
 | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
* Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
* Shows understanding of how to transport and store equipment safely.
* Practices some appropriate safety measures without direct supervision.
 |
| **Development Matters EA****Exploring and using media and materials****(ELG)** |  | Children sing songs, make music and dance, and experiment with ways of changing them.* Begins to build a repertoire of songs and dances.
* Explores the different sounds of instruments.
 |  |  |  |  |
| **Development Matters EA****Being Imaginative (ELG)** |  | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.* Developing preferences for forms of expression.
* Uses movement to express feelings.
* Creates movement in response to music.
* Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
* Captures experiences and responses with a range of media, such as music and dance
 |  |  |  |  |
| **Key Vocabulary** | Tracking a ball; rolling; hitting; throwing; bouncing;catching; Free space; Own space; team | Travel; Stillness; Skip; Jump; Hop; Bounce; Turn; Spin; Freeze; Statue;Direction; Forwards; Backwards; SidewaysSpaceNear; Far; In and out; On the spotMoodFeelings; Jolly; Stormy; Fast; Strong; Gentle | Jump; Land; Rock; Roll; Grip; Hang; Push; Pull; Bounce; Hop; Skip; Step; Crawl; Slide; Speed; Stop; Still; Slowly; Shape; Tall; Long; Wide; Narrow; Up; Down; Forwards; Level; High; Low; Feet; Hands; Toes; Heels;Knees; Head; Elbows; Bottom; Back; Tummies; Along; Around; On; Off; Over; Under; Through | Tracking a ball; rolling; hitting; throwing; bouncing;catching; Free space; Own space; team | Jump; Land; Rock; Roll; Grip; Hang; Push; Pull; Bounce; Hop; Skip; Step; Crawl; Slide; Speed; Stop; Still; Slowly; Shape; Tall; Long; Wide; Narrow; Up; Down; Forwards; Level; High; Low; Feet; Hands; Toes; Heels;Knees; Head; Elbows; Bottom; Back; Tummies; Along; Around; On; Off; Over; Under; Through | Tracking a ball; rolling; hitting; throwing; bouncing;catching; Free space; Own space; team |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Games** | **Dance** | **Net/Wall Games** | **Gymnastics****(floor)** | **Games** | **Gymnastics****(apparatus)** |
| **Acquiring & Developing Skills** | Develop fundamental movement skills, becoming increasingly competent and confident | Develop fundamental movement skills, becoming increasingly competent and confident | Develop fundamental movement skills, becoming increasingly competent and confident; | Develop core movement, become increasingly competent and confident. | Develop fundamental movement skills, becoming increasingly competent and confident | Develop core movement, become increasingly competent and confident. |
| **Evaluating & Improving** | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others | Access a broad range of opportunities to extend agility, balance and coordinationBe able to link and perform a series of movements based on an imaginary character | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;Engage in competitive and cooperative physical activities in a range of increasingly challenging situations. | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. |
| **Health & Fitness** | Describe how their body feels during games | Describe how their body feels during dance | Describe how their body feels during games | Describe what their bodies feel like during gymnastic activity | Describe how their body feels during games | Describe what their bodies feel like during gymnastic activity |
| **Dance** |  | Perform basic body actionsUse different parts of the body singly and in combinationShow some sense of dynamic, expressive and rhythmic qualities in their own danceChoose appropriate movements for different dance ideasRemember and repeat short dance phrases and simple dancesMove with controlVary the way they use spaceDescribe basic body actions and simple expressive and dynamic qualities of movement |  |  |  |  |
| **Games** | Use basic underarm, rolling and hitting skillsSometimes use overarm skills e.g. throwing a bean bagIntercept, retrieve and stop a beanbag and a medium-sized ball with some consistencySometimes catch a beanbag and a medium-sized ballTrack balls and other equipment sent to them, moving in line with the ball to collect itThrow, hit and kick a ball in a variety of ways, depending on the needs of the gameChoose different ways of hitting, throwing, striking or kicking the ballDecide where to stand to make it difficult for their opponent and to understand the term defend;Describe what they and others are doing |  | Able to send an object with increased confidence using hand or batMoves towards a moving ball to return with hand or batScores points against opposition over a line/netSelects and applies skills to win pointsChases, stops and controls balls and other objects such as beanbags and hoopsIdentifies space to send a ballBe able to send an object in isolationMoves towards a moving ball to return it with hand or batBe able to demonstrate basic sending skills in isolation |  | Use basic underarm, rolling and hitting skillsSometimes use overarm skills e.g. throwing a bean bagIntercept, retrieve and stop a beanbag and a medium-sized ball with some consistencySometimes catch a beanbag and a medium-sized ballTrack balls and other equipment sent to them, moving in line with the ball to collect itThrow, hit and kick a ball in a variety of ways, depending on the needs of the gameChoose different ways of hitting, throwing, striking or kicking the ballDecide where to stand to make it difficult for their opponent and to understand the term defend;Describe what they and others are doing |  |
| **Gymnastics** |  |  |  | Show basic control and coordination when travelling and when remaining stillChoose and link 'like' actionsRemember and repeat these actions accurately and consistentlyFind and use space safely, with an awareness of othersIdentify and copy the basic actions of gymnastsUse words such as rolling, travelling, balancing, climbingMake their body tense, relaxed, stretched and curledDescribe what they do in their movement phrases |  | Show basic control and coordination when travelling and when remaining stillChoose and link 'like' actionsRemember and repeat these actions accurately and consistentlyFind and use space safely, with an awareness of othersIdentify and copy the basic actions of gymnastsUse words such as rolling, travelling, balancing, climbingMake their body tense, relaxed, stretched and curledDescribe what they do in their movement phrases |
| **Key Vocabulary** | Avoiding; Tracking a ball; Rolling; Striking; Overarm throwing; Bouncing;Catching; Free space; Own space; Opposite team | Travel; Stillness; Gallop; Skip; Jump; Hop; Bounce; Spring; Turn; Spin; Freeze; Statue; Direction; Forwards; Backwards; Sideways; Space; Near; Far; In and out; On the spot; Beginning; Middle; End; Mood; Feelings; Jolly; Stormy; Fast; Strong; Gentle | Court; Target; Net; Striking; Hitting; Defending | Jump; Land; Rock; Roll; Grip; Hang; Push; Pull; Bounce; Hop; Skip; Step; Spring; Crawl; Slide; Speed; Stop; Still; Slowly; Shape; Tall; Long; Wide; Narrow; Up; Down; Forwards; Level; High; Low; Zigzag; Straight; Feet; Hands; Toes; Heels;Knees; Head; Elbows; Bottom; Back; Tummies; Along; Around; Across; On; Off; Over; Under; Through; Tension; Extension; Relaxation | Avoiding; Tracking a ball; Rolling; Striking; Overarm throwing; Bouncing;Catching; Free space; Own space; Opposite team | Jump; Land; Rock; Roll; Grip; Hang; Push; Pull; Bounce; Hop; Skip; Step; Spring; Crawl; Slide; Speed; Stop; Still; Slowly; Shape; Tall; Long; Wide; Narrow; Up; Down; Forwards; Level; High; Low; Zigzag; Straight; Feet; Hands; Toes; Heels;Knees; Head; Elbows; Bottom; Back; Tummies; Along; Around; Across; On; Off; Over; Under; Through; Tension; Extension; Relaxation |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Games** | **Dance** | **Net/Wall Games** | **Gymnastics****(floor)** | **Net/Wall Games** | **Gymnastics****(apparatus)** |
| **Acquiring & Developing Skills** | Develop fundamental movement skills, becoming increasingly competent and confident | Develop fundamental movement skills, becoming increasingly competent and confident | Develop fundamental movement skills, becoming increasingly competent and confident | Develop core movement, become increasingly competent and confident. | Develop fundamental movement skills, becoming increasingly competent and confident | Develop core movement, become increasingly competent and confident. |
| **Evaluating & Improving** | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others | Access a broad range of opportunities to extend agility, balance and coordinationBe able to link and perform a series of movements based on an imaginary character | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;Engage in competitive and cooperative physical activities in a range of increasingly challenging situations. | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;Engage in competitive and cooperative physical activities in a range of increasingly challenging situations. | Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others |
| **Health & Fitness** | Describe how their bodies work and feel when playing games | Describe how dancing affects their bodyKnow why it is important to be active | Describe how their bodies work and feel when playing games | Recognise and describe how they feel after exerciseDescribe what their bodies feel like during gymnastic activity | Describe how their bodies work and feel when playing games | Recognise and describe how they feel after exerciseDescribe what their bodies feel like during gymnastic activity |
| **Dance** |  | Perform body actions with control and coordinationChoose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feelingLink actionsRemember and repeat dance phrasesPerform short dances, showing an understanding of expressive qualitiesSuggest ways they could improve their workBe able to link and perform a series of Movements based on imaginary characters |  |  |  |  |
| **Games** | Show awareness of opponents and team-mates when playing gamesPerform basic skills of rolling, striking and kicking with more confidenceApply these skills in a variety of simple gamesBe able to throw and catch a ball with a team memberKnow and understand the term interceptMake choices about appropriate targets, space and equipmentUse a variety of simple tacticsWork well with a partner and in a small group to improve their skillsBe able to catch a moving ballKnow and understand the term ‘feed’Be aware of space and use it to support team-mates and cause problems for the oppositionUses tactics and follows rules |  | Demonstrates basic sending skills in isolation and small gamesTracks the path of ball over a line/net and move towards itHits a ball using both hand and racquet with some consistencyReturns a ball coming towards them using hand or racquetDemonstrates basic sending skills in isolation and small gamesTracks the path of ball over a line/net and move towards itHits a ball using both hand and racquet with some consistencyReturns a ball coming towards them using hand or racquetPlays in a modified game send and returning the ball over a line/barrierDecides on and play with dominant handBe able to send a ball in small games with increased confidenceTracks the path of a ball over a line/net and moves towards itBe able to demonstrate sending skills in isolation and basic games |  | Demonstrates basic sending skills in isolation and small gamesTracks the path of ball over a line/net and move towards itHits a ball using both hand and racquet with some consistencyReturns a ball coming towards them using hand or racquetDemonstrates basic sending skills in isolation and small gamesTracks the path of ball over a line/net and move towards itHits a ball using both hand and racquet with some consistencyReturns a ball coming towards them using hand or racquetPlays in a modified game send and returning the ball over a line/barrierDecides on and play with dominant handBe able to send a ball in small games with increased confidenceTracks the path of a ball over a line/net and moves towards itBe able to demonstrate sending skills in isolation and basic games |  |
| **Gymnastics** |  |  |  | Plan and repeat simple sequences of actions; show contrasts in shapePerform a sequence that shows clear change of speedPerform the basic gymnastic actions with coordination, control and varietyDescribe what they and others have doneSay why they think gymnastic actions are being performed wellBe able to perform a sequence that flows on their own and with a partner |  | Plan and repeat simple sequences of actions; show contrasts in shapePerform a sequence that shows clear change of speedPerform the basic gymnastic actions with coordination, control and varietyDescribe what they and others have doneSay why they think gymnastic actions are beingperformed wellBe able to perform a sequence that flows |
| **Key Vocabulary** | Rebound; Tracking; Following the movement of a ball; Aiming; Speed; Direction; Passing;Controlling; Shooting; Scoring | Stimulus; High; Medium; Low; Direction; Pathways; Curved; Zigzag; Happy; Angry; Calm; Excited; Sad; Lonely; Tired; Hot; Sweaty; Heart rate; Warm up; Cool down | Court; Target; Net; Striking; Hitting; Defending | Hang; Swing; Sequence; Copy; Upside-down; Take off; Smooth; Quarter-turn; Fast; Shape; Twisted; Curled; Wide; Narrow; Medium; Backwards; Sideways; Zigzag; Angular; Legs; Arms; Hips; Fingers; Shoulders; Tummy; Sides; Under; Through; Towards; In front; Behind; Over | Court; Target; Net; Striking; Hitting; Defending | Hang; Swing; Sequence; Copy; Upside-down; Take off; Smooth; Quarter-turn; Fast; Shape; Twisted; Curled; Wide; Narrow; Medium; Backwards; Sideways; Zigzag; Angular; Legs; Arms; Hips; Fingers; Shoulders; Tummy; Sides; Under; Through; Towards; In front; Behind; Over |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Basketball****Dodgeball** | **Gymnastics****(floor)** | **Hockey****Handball** | **Dance** | **Athletics****(track and field)**  | **OAA** |
| **Gymnastics****(apparatus)** | **Rounders** | **Volleyball** |
| **Acquiring & Developing Skills** | Continue to develop fundamental movement skills and become increasingly confident and competent;Apply a broader range of skills, learning how to use them in different ways | Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement | Continue to develop fundamental movement skills and become increasingly confident and competent;Apply a broader range of skills, learning how to use them in different ways | Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement | Apply and develop a broader range of skills, learning how to use them in different ways | Continue to develop fundamental movement skills and become increasingly confident and competentApply and develop a broader range of skills, learning how to use them in different waysBecome increasingly competent in a range of skills, and access a broad range of activitiesApply and develop these skills, learning to use them in different ways |
| **Evaluating & Improving** | Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other; | Become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination | Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other; | Know and understand how to maximise personalities by making powerful face and body movement changesBecome increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination | Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordinationBe able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoying communicating and collaborating and competing with each other | Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own successKnow and understand how to position themselves to make defending an area easierEnjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations;Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success |
| **Health & Fitness** | Suggest warm-up activities | Suggest warm-up activities | Suggest warm-up activities | Understand the importance of warming up and cooling downSuggest warm-up activities | Recognize when their heart rate, temperature and breathing rate have changedSuggest warm-up activities; | Suggest warm-up activitiesRecognise that different tasks make their body work in different ways |
| **Dance** |  |  |  | Improvise freely, translating ideas from a stimulus into movementCreate dance phrases that communicate ideasShare and create dance phrases with a partner and in a small groupRepeat, remember and perform these phrases in a danceUse dynamic, rhythmic and expressive qualities clearly and with controlRecognise and talk about the movements used and the Expressive qualities of danceSuggest improvements to their own and other people's dances |  |  |
| **Games** | Throw and catch with the control to keep possession and score goalsPass and dribble with control without opponentBe able to bounce the ball in the direction of a targetKnow and use rules fairly to keep games goingSay when a player has moved to help others (awareness of space)Apply this knowledge to their own play |  | Throw and catch with the control to keep possession and score goalsPass and dribble with control without opponentBe able to bounce the ball in the direction of a targetKnow and use rules fairly to keep games goingSay when a player has moved to help others (awareness of space)Apply this knowledge to their own play |  | Use a range of skills, *e.g. throwing, striking, intercepting and stopping a ball*, with some control and accuracyContinue to develop fundamental movement skills and become increasingly competent and confidentTo understand the need for tacticsTo be able to pass and catch within pairsKnow and understand rules of the gameSet up small gamesExplain what they need to do to get ready to play gamesSuggest what needs practisingKnow and understand how hitting the ball further increases the chances of running further distances | Attempts to serve to begin a game. E.g. underarmPlays a continuous game using: throwing and catching or some simple hittingKeeps count/score of a gameCan play within boundariesUses a small range of basic racquet/hand skillsMoves towards a ball to return over a line/netPlays over a net |
| **Gymnastics** |  | Use a greater number of their own ideas for movements in response to a task;Choose and plan sequences of contrasting actions;Adapt sequences to suit different types of apparatus and their partner's ability;Explain how strength and suppleness affect performance;Compare and contrast gymnastic sequences, commenting on Similarities and differences;With help, recognise how performances could be improved;Be able to perform a sequence in time with a partner;Know and understand to teach a sequence to a partner; |  | Use a greater number of their own ideas for movements in response to a task;Choose and plan sequences of contrasting actions;Adapt sequences to suit different types of apparatus and their partner's ability;Explain how strength and suppleness affect performance;Compare and contrast gymnastic sequences, commenting on Similarities and differences;With help, recognise how performances could be improved;Be able to perform a sequence in time with a partner;Know and understand to teach a sequence to a partner; |  |  |
| **Athletics** |  |  |  |  | Run at fast, medium and slow speeds, changing speed and directionBe able to run, jump and throw using a variety of techniquesKnow and understand how altering the movement of any parts of the body during performance affects end resultsLearn to use skills in different ways and link them to make actionsDevelop an understanding of how to improve in different physical activities |  |
| **Outdoor/ adventurous** |  |  |  |  |  | Identify where they are by using simple maps,plans and diagrams of familiar environmentsUse simple plans, clues and diagrams to help them follow a short trail and go from one place to anotherRespond to a challenge or problem they are setBegin to work and behave safelyWork increasingly cooperatively with others, discussing how to follow trails and solve problemsComment on how they went about tackling tasksBe able to devise different methods of communicationComment on how they went about tackling tasks |
| **Key Vocabulary** | Keeping possession; Keeping the ball; Scoring goals; Keeping the score; Making space; Pass; Send and receive; Dribble; Travel with the ball; Back up; Support partners | Inverted; Contrasting;Flow; Combinations; Half-turn; Sustained; Explosive | Keeping possession; Keeping the ball; Scoring goals; Keeping the score; Making space; Pass; Send and receive; Dribble; Travel with the ball; Back up; Support partners | Dynamics; Space; Relationships; Square; Circle; Line; Partner; Copy; Follow; Lead; Unison; Canon; Repeat; Structure; Motif; Improvisation; Explore | Run; Catch; Hop; Skip; Step; Sideways; Forwards; Backwards; Throw; High; Low; Far; Near; Straight; Aim; Drop; Bounce; Fast; Medium; Slow; Safely | Listen; Explore; Plan and do; Maps; Diagrams; Pictures; Symbols; Follow a trail; Seek and find; Challenges; problem solving; Plan, do and talk |
| Inverted; Contrasting;Flow; Combinations; Half-turn; Sustained; Explosive | Batting; Fielding; Bowler; Wicket; Tee; Base; Boundary; Innings; Rounder; Backstop; Score | Court; Target; Net; Striking; Hitting; Defending; Making it difficult for the opponent; Tactics; Scoring points |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 4** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Basketball****Dodgeball** | **Indoor athletics** | **Hockey****Handball** | **Dance** | **Athletics****(track and field)** | **OAA** |
| **Gymnastics****(apparatus)** | **Gymnastics****(floor)** | **Cricket** | **Tennis** |
| **Acquiring & Developing Skills** | Continue to develop fundamental movement skills and become increasingly confident and competent;Apply a broader range of skills, learning how to use them in different ways | Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement | Continue to develop fundamental movement skills and become increasingly confident and competent;Apply a broader range of skills, learning how to use them in different ways | Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement | Apply and develop a broader range of skills, learning how to use them in different ways | Continue to develop fundamental movement skills and become increasingly confident and competent;Apply and develop a broader range of skills, learning how to use them in different ways |
| **Evaluating & Improving** | Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other | Become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination | Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other | Know and understand how to maximise personalities by making powerful face and body movement changesBecome increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination | Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordinationBe able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoying communicating and collaborating and competing with each other | Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own successKnow and understand how to position themselves to make defending an area easierEnjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations;Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success |
| **Health & Fitness** | Lead a partner through short warm-up routines | Recognize when their heart rate, temperature and breathing rate have changedLead a partner through short warm-up routines | Lead a partner through short warm-up routines | Show a clear understanding of how to warm up and cool down safelyLead a partner through short warm-up routines | Recognize when their heart rate, temperature and breathing rate have changedLead a partner through short warm-up routinesCarry out warm ups with care and an awareness of what is happening to their bodies; | Suggests and lead warm ups that prepare the body appropriately for net/wall activitiesLead a partner through short warm-up routinesRecognise that different tasks make their body work in different ways |
| **Dance** |  |  |  | Respond imaginatively to a range of stimuli related to character and narrativeUse simple motifs and movement patterns to structure and lead dance phrases on their own, with a partner and in a groupRefine, repeat and remember dance phrases and dancesPerform dances clearly and fluently to communicate an ideaShow sensitivity to the dance idea and the accompanimentDescribe, interpret and evaluate danceUsing appropriate language |  |  |
| **Games** | Play games with some fluency and accuracy, using a range of throwing and catching techniquesPass and dribble with control under pressureFind ways of attacking successfully when using other skillsUse a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to scoreKnow the rules of the gamesUnderstand that they need to defend as well as attackUnderstand how strength, stamina and speed can be improved by playing invasion gamesWatch and describe others' performances, as well as their own, and suggest practices that will help them and others to play betterBe able to move to the correct position in order to attempt to score |  | Play games with some fluency and accuracy, using a range of throwing and catching techniquesPass and dribble with control under pressureFind ways of attacking successfully when using other skillsUse a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to scoreKnow the rules of the games;Understand that they need to defend as well as attackUnderstand how strength, stamina and speed can be improved by playing invasion gamesWatch and describe others' performances, as well as their own, and suggest practices that will help them and others to play betterBe able to move to the correct position in order to attempt to score |  | Use a range of skills, *e.g. throwing, striking, intercepting and stopping a ball*, with good control and accuracyChoose and vary skills and tactics to suit the situation in a gameCarry out tactics successfullyTo be able to pass and catch within a small teamKnow rules and use them fairly to keep games goingDescribe what they and others do that is successfulBe able to bat and run to distance bases | Explores shots on both sides of the body and attempt with confidence introduction of forehand and backhandUses a small range of racquet/hand skillsWorks with a partner / small groups to return a served ballPlays competitively with others and against others in modified gamesUses basic defensive tactics to defend the court i.e. moving to different positions on the courtChooses ways to send the ball to make it difficult for opponent to returnEnjoy communicating, collaborating and competing with each other |
| **Gymnastics** |  | Perform actions, balances, body shapes and agilities with controlPlan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movementAdapt their own movements to include a partner in a sequence (3 phrases)Understand that strength and suppleness can be improvedRecognise criteria that lead to improvement, *e.g. changing a level*; watch, describe and suggest possible improvements to others' performancesSuggest improvements to their own performanceBe able to perform a sequence following a pathway, in time with a partnerKnow and understand how to sequence movements that move people together and apart |  | Perform actions, balances, body shapes and agilities with controlPlan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movementAdapt their own movements to include a partner in a sequence (3 phrases)Understand that strength and suppleness can be improvedRecognise criteria that lead to improvement, *e.g. changing a level*; watch, describe and suggest possible improvements to others' performancesSuggest improvements to their own performanceBe able to perform a sequence following a pathway, in time with a partnerKnow and understand how to sequence movements that move people together and apart |  |  |
| **Athletics** |  | Link running and jumping activities with some fluency, control and consistencyMake up and repeat a short sequence of linked jumpsTake part in a relay activity, remembering when to run and what to doThrow a variety of objects, changing their action for accuracy and distanceRun over distances (short/long) |  |  | Link running and jumping activities with some fluency, control and consistencyMake up and repeat a short sequence of linked jumpsTake part in a relay activity, remembering when to run and what to doThrow a variety of objects, changing their action for accuracy and distanceRun over distances (short/long) |  |
| **Outdoor/ adventurous** |  |  |  |  |  | Identify where they are by using simple maps, plans and diagrams of familiar environmentsUse simple plans and diagrams to help them follow a short trail and go from one place to anotherRespond to a challenge or problem they are set (time limit)Begin to work and behave safelyWork increasingly cooperatively with others, discussing how to follow trails and solve problemsComment on how they went about tackling tasksBe able to devise different methods of communicationComment on how they went about tackling tasks |
| **Key Vocabulary** | Keep; Keep control; Make and use space; Support; Pass; Points; Goals; Rules; Tactics | Run; Catch; Hop; Skip; Step; Sideways; Forwards; Backwards; Throw; High; Low; Far; Near; Straight; Aim; Drop; Bounce; Fast; Medium; Slow; Safely | Keep; Keep control; Make and use space; Support; Pass; Points; Goals; Rules; Tactics | Character; Narrative; Costume; Props; Describe; Analyse; Interpret; Evaluate; Communication; Gesture; Unison;Canon; Repetition; Action; Reaction;Question and answer; Myth; Legend; Mobilise joints; Diet | Run; Catch; Hop; Skip; Step; Sideways; Forwards; Backwards; Throw; High; Low; Far; Near; Straight; Aim; Drop; Bounce; Fast; Medium; Slow; Safely | Listen; Explore; Plan and do; Maps; Diagrams; Pictures; Symbols; Follow a trail; Seek and find; Challenges; problem solving; Plan, do and talk |
| Rotation; 90°; 180°; 270°; Spinning; Axis; Strength; Suppleness; Stamina; Combine; Approaching; Leaving; Height; Inversion; Against; Towards; Away; Across | Rotation; 90°; 180°; 270°; Spinning; Axis; Strength; Suppleness; Stamina; Combine; Approaching; Leaving; Height; Inversion; Against; Towards; Away; Across | Batting; Fielding; Bowler; Wicket; Tee; Base; Boundary; Innings; Rounder; Backstop; Score | Court; Target; Net; Striking; Hitting; Defending; Making it difficult for the opponent; Tactics; Scoring points |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 5** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Hockey****Handball** | **Indoor Athletics** | **Dance** | **Football****Dodgeball** | **Rounders** | **OAA** |
| **Gymnastics****(apparatus)** | **Gymnastics****(floor)** | **Volleyball** | **Athletics** |
| **Acquiring & Developing Skills** | Apply and develop a broader range of skills, using them in different ways and linking then to make actions and sequences of movement | Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements | Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement | Apply and develop a broader range of skills, using them in different ways and linking then to make actions and sequences of movement | Continue to apply and develop a broader range of skills, learning how to use them in different waysTo know and understand the tactics in a range of striking and fielding games. E.g. in cricket multiple fielders attempt to stop the batter’s play | Continue to apply and develop a broader range of skills, learning how to use them in different ways |
| **Evaluating & Improving** | Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own successFurther develop and understand resilience and fairness in sports | Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordinationEnjoy communicating and collaborating | Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others workEnjoy communicating and collaborating | Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;Further develop and understand resilience and fairness in sports | Enjoy communicating, collaborating and competing with each otherDevelop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own successBe able to engage in competitive and cooperative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating and competing with each other | Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordinationEnjoy communicating, collaborating and competing with each other.Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success |
| **Health & Fitness** | Understand the need for warming up and working on body strength, tone and flexibilityLead small groups inwarm-up activities | Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up Understand the need for warming up and working on body strength, tone and flexibilityLead small groups inwarm-up activities | Organise their own warm-up and cool-down exercisesShow an understanding of safe exercisingUnderstand the need for warming up and working on body strength, tone and flexibilityLead small groups inwarm-up activities | Understand the need for warming up and working on body strength, tone and flexibilityLead small groups inwarm-up activities | Understand the need for warming up and working on body strength, tone and flexibilityLead small groups in warm-up activitiesRecognise the activities and exercises that need including in a warm up | Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming upRecognise some of the physical demands that activities make on them |
| **Dance** |  |  | Compose motifs and plan dances creatively and collaboratively in groupsAdapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they usePerform different styles of dance clearly and fluently to an accompanimentRecognise and comment on dances, showing an understanding of styleSuggest ways to improve their own and other people's work |  |  |  |
| **Games** | Pass, dribble and shoot with control in gamesIdentify and use tactics to help their team keep the ball and take it towards the opposition's goalIdentify tactics that present opportunities to score goalsMark opponents and help each other in defencePick out things that could be improved in Performances and suggest ideas and practices to make them betterTo develop their own game and to be able to agree and teach the rules of itKnow how to make games safeBe able to attempt to interceptBe able to participate in small sided game e.g. 5 a-side |  |  | Pass, dribble and shoot with control in gamesIdentify and use tactics to help their team keep the ball and take it towards the opposition's goalIdentify tactics that present opportunities to score goalsMark opponents and help each other in defencePick out things that could be improved in Performances and suggest ideas and practices to make them betterTo develop their own game and to be able to agree and teach the rules of itKnow how to make games safeBe able to attempt to interceptBe able to participate in small sided game e.g. 5 a-side | Plays a range of basic shots on both sides of the body, move feet to hit ballPlays modified games sending and returning a ballPlays with others with some flow to the game, keeping track of their own scoresRecognises where they should stand on the court when playing on their own and with othersApplies some control when returning the ball including foot placement, shot selection (forehand, backhand) and aimBe able to describe their scoring systemStrike a bowled ball with some accuracy; use a range of fielding skills, *e.g. catching, throwing, bowling, intercepting*, with growing control and consistencyWork collaboratively in pairs, group activities and small-sided gamesUse and apply the basic rules consistently and fairlyIdentify their own strengths and suggest practices to help them improveKnow and understand how to score pointsStart to develop an understanding of how to improve, and learn to evaluate and recognise their own successBe able to score points by hitting a ball and running safely to the targetKnow that it is advantageous to attempt to strike a batter ‘out’ |  |
| **Gymnastics** |  | Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;Choose actions, body shapes and balances from a wider range of themes and ideas;Adapt their performance to the demands of a task, using their knowledge of composition (own to group)Use basic set criteria tomake simple judgements about performances andsuggest ways they could be improvedBe able to link and perform multiple sequential elements e.g. up to 8 | Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;Choose actions, body shapes and balances from a wider range of themes and ideas;Adapt their performance to the demands of a task, using their knowledge of composition (own to group)Use basic set criteria to make simple judgements about performances and suggest ways they could be improvedBe able to link and perform multiple sequential elements e.g. up to 8 |  |  |  |
| **Athletics** |  | Understand and demonstrate the difference between sprinting and running for sustained periodsKnow and demonstrate a range of throwing techniquesThrow with some accuracy and power into a target areaPerform a range of jumps, showing consistent technique and sometimes using a short controlled run-up and take offPlay different roles in small groupsCompare and contrast performances using appropriate language |  |  |  | Understand and demonstrate the difference between sprinting and running for sustained periodsKnow and demonstrate a range of throwing techniquesThrow with some accuracy and power into a target areaPerform a range of jumps, showing consistent technique and sometimes using a short controlled run-up and take offPlay different roles in small groupsCompare and contrast performances using appropriate language |
| **Outdoor/ adventurous** |  |  |  |  |  | Use maps, clues, compass and diagrams to orientate themselves and to travel around a simple unknown courseStart to plan sensible responses to physical challenges or problems, talking and working with others in their groupIdentify parts of the work that were successfulRespond to feedback on how to go about their work differentlyRespond to feedback on how to go about their work differentlyWork on some tasks independentlyComplete activities with increasing confidence |
| **Key Vocabulary** | Passing; Dribbling; Shooting; Shielding the ball; Width; Depth; Support; Marking; Covering | Sprint; Jog; Pace; Steady; Fast; Medium; Slow; Sling; Push; Pull; Power; Stamina; Speed; Safety; Relay; Time; Measure; Record | Dance style; Technique; Formation; Pattern; Gesture; Rhythm; Haka; Motif; Variation | Passing; Dribbling; Shooting; Shielding the ball; Width; Depth; Support; Marking; Covering | Stance; Crease; Batting point; Non-striker; Leg-side; Offside; Home base; Pitch; Over; Innings | Maps; Diagrams; Symbols; Scale;Orienteering; Controls; Challenges; Problem solving; Plan alone; Plan in pairs; Groups; Try; Review |
| Asymmetry; Symmetry; Display; Matching;Flight; Feet apart; Feet together; Crouch; Inclined | Asymmetry; Symmetry; Display; Matching;Flight; Feet apart; Feet together; Crouch; Inclined | Forehand; Backhand; Volley; Overhead; Rally; Singles; Doubles; Width; Depth; Changing direction; Changing speed; Short tennis; Badminton; Defending court; Covering court; Partner | Sprint; Jog; Pace; Steady; Fast; Medium; Slow; Sling; Push; Pull; Power; Stamina; Speed; Safety; Relay; Time; Measure; Record |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 6** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Hockey****Handball** | **Indoor Athletics** | **Dance** | **Football****Dodgeball** | **Cricket** | **OAA** |
| **Gymnastics****(apparatus)** | **Gymnastics****(floor)** | **Tennis** | **Athletics** |
| **Acquiring & Developing Skills** | Apply and develop a broader range of skills, using them in different ways and linking then to make actions and sequences of movement | Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements | Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement | Apply and develop a broader range of skills, using them in different ways and linking then to make actions and sequences of movement | Continue to apply and develop a broader range of skills, learning how to use them in different waysTo know and understand the tactics in a range of striking and fielding games. E.g. in cricket multiple fielders attempt to stop the batter’s play; | Continue to apply and develop a broader range of skills, learning how to use them in different ways |
| **Evaluating & Improving** | Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own successFurther develop and understand resilience and fairness in sports | Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordinationEnjoy communicating and collaborating | Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others workEnjoy communicating and collaborating | Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own successFurther develop and understand resilience and fairness in sports | Enjoy communicating, collaborating and competing with each otherDevelop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own successBe able to engage in competitive and cooperative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating and competing with each other | Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordinationEnjoy communicating, collaborating and competing with each other.Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success |
| **Health & Fitness** | Understand the importance of warming up and cooling down | Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming upUnderstand the importance of warming up and cooling down | Warm up and cool down independentlyUnderstand how dance helps to keep them healthyUnderstand the importance of warming up and cooling down | Understand the importance of warming up and cooling down | Understand the importance of warming up and cooling downDeliver a specific warm up to a small group of peersUnderstand the importance of warming up and cooling down | Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming upRecognise some of the physical demands that activities make on themPrepare physically and organisationally for challenges they are set, taking into account the group's safety |
| **Dance** |  |  | Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dancesPerform to an accompaniment of own choice expressively and sensitivelyPerform dance styles fluently and with controlUse appropriate criteria to evaluate and refine their own and others' workTalk about dance with understanding, using appropriate language and terminology |  |  |  |
| **Games** | Use different techniques for passing, controlling, dribbling and shooting the ball in gamesApply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defencePlay effectively as part of a team, following rulesKnow what position they are playing in and how to contribute when attacking and defendingRecognise their own and others' strengths and weaknesses in gamesSuggest ideas that will improve performanceBe able to describe an attacking position and a defending position within a game situationKnow and understand positions that help attacking and defending positions within a game |  |  | Use different techniques for passing, controlling, dribbling and shooting the ball in gamesApply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defencePlay effectively as part of a team, following rulesKnow what position they are playing in and how to contribute when attacking and defendingRecognise their own and others' strengths and weaknesses in gamesSuggest ideas that will improve performanceBe able to describe an attacking position and a defending position within a game situationKnow and understand positions that help attacking and defending positions within a game | Uses forehand, backhand and overhead shots with more confidence in gamesMakes appropriate choices in games about the best shot to useStarts games with the appropriate serveBegins to use full scoring systems and umpiringDevelops doubles play (team play for volleyball);Applies tactics in games effectivelyStrike a bowled ball with precision ball; use a range of fielding skills, *e.g. catching, throwing, bowling, intercepting*, with growing control and consistencyContinue to work collaboratively in pairs, group activities and small-sided games, taking a lead roleContinue to use and apply the basic rules consistently and fairlyUnderstand and implement a range of tactics in games with successIdentify their own and others strengths and suggest practices to help them improve |  |
| **Gymnastics** |  | Make up longer, more complex sequences, including changes of direction, level and speed;Develop their own solutions to a task by choosing and applying a range of compositional principles;Combine and perform gymnastic actions, shapes and balances;Show clarity, fluency, accuracy and consistency in their movements;Say, in simple terms, why activity is good for their health, fitness and wellbeing;Show an awareness of factors influencing the quality of a performance and suggest aspects that need improvingBe able to link at 3 different levels;Know and understand how to perform at different levels;Be able to link and perform multiple sequential elements e.g. up to 10Be able to adapt an individual sequence to become a group sequence | Make up longer, more complex sequences, including changes of direction, level and speed;Develop their own solutions to a task by choosing and applying a range of compositional principles;Combine and perform gymnastic actions, shapes and balances;Show clarity, fluency, accuracy and consistency in their movements;Say, in simple terms, why activity is good for their health, fitness and wellbeing;Show an awareness of factors influencing the quality of a performance and suggest aspects that need improvingBe able to link at 3 different levels;Know and understand how to perform at different levels;Be able to link and perform multiple sequential elements e.g. up to 10Be able to adapt an individual sequence to become a group sequence |  |  |  |
| **Athletics** |  | Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;Show control at take-off in jumping activities;Show accuracy and good technique when throwing for distance;Organise and manage an athletic event well;Understand how stamina and power help people to perform well in different athletic activities;Identify good athletic performance and explain why it is good, using agreed criteria |  |  |  | Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;Show control at take-off in jumping activities;Show accuracy and good technique when throwing for distance;Organise and manage an athletic event well;Understand how stamina and power help people to perform well in different athletic activities;Identify good athletic performance and explain why it is good, using agreed criteria |
| **Outdoor/ adventurous** |  |  |  |  |  | Choose and perform skills and strategies effectivelyFind solutions to problems and challengesRespond when the task or environment changes and the challenge increasesPlan, implement and refine the strategies they useAdapt the strategies as necessaryWork increasingly well in a group or in a team where roles and responsibilities are understoodIdentify what they do well, as individuals and as a groupSuggest ways to improve individuals and as a groupWork independentlyComplete activities with confidence and competence |
| **Key Vocabulary** | Possession; Repossession; Attackers; Defenders; Marking; Covering; Supporting; Team play; Team positions | Race; Run-up; Position of feet on last stride; Pacing; Stamina; Strength; Speed; Power; Suppleness; Safety; Rules; Relay take-over area; Time; Measure; Record; Set target | Style; High energy; Fast footwork; Contact work; Lean;Push; Pull; Lift; Unison; Canon; Lindy Hop; Scarecrow; Frog; Stamina | Possession; Repossession; Attackers; Defenders; Marking; Covering; Supporting; Team play; Team positions | Stance; Crease; Batting point; Non-striker; Leg-side; Offside; Home base; Pitch; Over; Innings | Maps; Diagrams; Orienteering; Planning a journey; Challenges; Problem solving; Plan; Strategies; Try review try again; Improve; Talk about; Agree good ways of working; Team work; Collaborate; Roles and responsibilities |
| Counterbalance; Counter-tension; Tension; Obstacle; Straddle over; Aesthetic; Judgement | Counterbalance; Counter-tension; Tension; Obstacle; Straddle over; Aesthetic; Judgement | Forehand; Backhand; Volley; Overhead; Rally; Singles; Doubles; Width; Depth; Changing direction; Changing speed; Short tennis; Badminton; Defending court; Covering court; Partner | Race; Run-up; Position of feet on last stride; Pacing; Stamina; Strength; Speed; Power; Suppleness; Safety; Rules; Relay take-over area; Time; Measure; Record; Set targets |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Spr1** | **Spr2** | **Su1** | **Su2** |
| **Reception** | Games | Dance | Gymnastics (F) | Games | Gymnastics (A) | Games |
| **Year 1** | Games | Dance | Net/Wall Games | Gymnastics (F) | Games | Gymnastics (A) |
| **Year 2** | Games | Dance | Net/Wall Games | Gymnastics (F) | Net/Wall Games | Gymnastics (A) |
| **Year 3** | BasketballDodgeball | Gymnastics (F) | HockeyHandball | Dance | Athletics | OAA |
| Gymnastics (A) | Rounders | Volleyball |
| **Year 4** | BasketballDodgeball | Indoor Athletics | HockeyHandball | Dance | Athletics | OAA |
| Gymnastics (A) | Gymnastics (A) | Cricket | Tennis |
| **Year 5** | HockeyHandball | Indoor Athletics | Dance | FootballDodgeball | Rounders | OAA |
| Gymnastics (A) | Gymnastics (F) | Volleyball | Athletics |
| **Year 6** | HockeyHandball | Indoor Athletics | Dance | FootballDodgeball | Cricket | OAA |
| Gymnastics (A) | Gymnastics (F) | Tennis | Athletics |

Key

|  |  |
| --- | --- |
| Fundamental Games |  |
| Net/Wall Games |  |
| Invasion Games |  |
| Striking and Fielding |  |
| Gymnastics (floor, small and large apparatus |  |
| Dance |  |
| Athletics (indoor, track and field) |  |
| Outdoor and Adventurous activities |  |