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| **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; Sideways  Space  Near; Far; In and out; On the spot  Mood  Feelings; 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 |

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| **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 coordination  Be 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 actions  Use different parts of the body singly and in combination  Show some sense of dynamic, expressive and rhythmic qualities in their own dance  Choose appropriate movements for different dance ideas  Remember and repeat short dance phrases and simple dances  Move with control  Vary the way they use space  Describe basic body actions and simple expressive and dynamic qualities of movement |  |  |  |  |
| **Games** | Use basic underarm, rolling and hitting skills  Sometimes use overarm skills e.g. throwing a bean bag  Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency  Sometimes catch a beanbag and a medium-sized ball  Track balls and other equipment sent to them, moving in line with the ball to collect it  Throw, hit and kick a ball in a variety of ways, depending on the needs of the game  Choose different ways of hitting, throwing, striking or kicking the ball  Decide 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 bat  Moves towards a moving ball to return with hand or bat  Scores points against opposition over a line/net  Selects and applies skills to win points  Chases, stops and controls balls and other objects such as beanbags and hoops  Identifies space to send a ball  Be able to send an object in isolation  Moves towards a moving ball to return it with hand or bat  Be able to demonstrate basic sending skills in isolation |  | Use basic underarm, rolling and hitting skills  Sometimes use overarm skills e.g. throwing a bean bag  Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency  Sometimes catch a beanbag and a medium-sized ball  Track balls and other equipment sent to them, moving in line with the ball to collect it  Throw, hit and kick a ball in a variety of ways, depending on the needs of the game  Choose different ways of hitting, throwing, striking or kicking the ball  Decide 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 still  Choose and link 'like' actions  Remember and repeat these actions accurately and consistently  Find and use space safely, with an awareness of others  Identify and copy the basic actions of gymnasts  Use words such as rolling, travelling, balancing, climbing  Make their body tense, relaxed, stretched and curled  Describe what they do in their movement phrases |  | Show basic control and coordination when travelling and when remaining still  Choose and link 'like' actions  Remember and repeat these actions accurately and consistently  Find and use space safely, with an awareness of others  Identify and copy the basic actions of gymnasts  Use words such as rolling, travelling, balancing, climbing  Make their body tense, relaxed, stretched and curled  Describe 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 |

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| **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 coordination  Be 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 body  Know why it is important to be active | Describe how their bodies work and feel when playing games | Recognise and describe how they feel after exercise  Describe 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 exercise  Describe what their bodies feel like during gymnastic activity |
| **Dance** |  | Perform body actions with control and coordination  Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling  Link actions  Remember and repeat dance phrases  Perform short dances, showing an understanding of expressive qualities  Suggest ways they could improve their work  Be able to link and perform a series of Movements based on imaginary characters |  |  |  |  |
| **Games** | Show awareness of opponents and team-mates when playing games  Perform basic skills of rolling, striking and kicking with more confidence  Apply these skills in a variety of simple games  Be able to throw and catch a ball with a team member  Know and understand the term intercept  Make choices about appropriate targets, space and equipment  Use a variety of simple tactics  Work well with a partner and in a small group to improve their skills  Be able to catch a moving ball  Know and understand the term ‘feed’  Be aware of space and use it to support team-mates  and cause problems for the opposition  Uses tactics and follows rules |  | Demonstrates basic sending skills in isolation and small games  Tracks the path of ball over a line/net and move towards it  Hits a ball using both hand and racquet with some consistency  Returns a ball coming towards them using hand or racquet  Demonstrates basic sending skills in isolation and small games  Tracks the path of ball over a line/net and move towards it  Hits a ball using both hand and racquet with some consistency  Returns a ball coming towards them using hand or racquet  Plays in a modified game send and returning the ball over a line/barrier  Decides on and play with dominant hand  Be able to send a ball in small games with increased confidence  Tracks the path of a ball over a line/net and moves towards it  Be able to demonstrate sending skills in isolation and basic games |  | Demonstrates basic sending skills in isolation and small games  Tracks the path of ball over a line/net and move towards it  Hits a ball using both hand and racquet with some consistency  Returns a ball coming towards them using hand or racquet  Demonstrates basic sending skills in isolation and small games  Tracks the path of ball over a line/net and move towards it  Hits a ball using both hand and racquet with some consistency  Returns a ball coming towards them using hand or racquet  Plays in a modified game send and returning the ball over a line/barrier  Decides on and play with dominant hand  Be able to send a ball in small games with increased confidence  Tracks the path of a ball over a line/net and moves towards it  Be able to demonstrate sending skills in isolation and basic games |  |
| **Gymnastics** |  |  |  | Plan and repeat simple sequences of actions; show contrasts in shape  Perform a sequence that shows clear change of speed  Perform the basic gymnastic actions with coordination, control and variety  Describe what they and others have done  Say why they think gymnastic actions are being performed well  Be able to perform a sequence that flows on their own and with a partner |  | Plan and repeat simple sequences of actions; show contrasts in shape  Perform a sequence that shows clear change of speed  Perform the basic gymnastic actions with coordination, control and variety  Describe what they and others have done  Say why they think gymnastic actions are being  performed well  Be 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 |

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| **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 competent  Apply and develop a broader range of skills, learning how to use them in different ways  Become increasingly competent in a range of skills, and access a broad range of activities  Apply 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 changes  Become 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 coordination  Be 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 success  Know and understand how to position themselves to make defending an area easier  Enjoy 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 down  Suggest warm-up activities | Recognize when their heart rate, temperature and breathing rate have changed  Suggest warm-up activities; | Suggest warm-up activities  Recognise that different tasks make their body work in different ways |
| **Dance** |  |  |  | Improvise freely, translating ideas from a stimulus into movement  Create dance phrases that communicate ideas  Share and create dance phrases with a partner and in a small group  Repeat, remember and perform these phrases in a dance  Use dynamic, rhythmic and expressive qualities clearly and with control  Recognise and talk about the movements used and the Expressive qualities of dance  Suggest improvements to their own and other people's dances |  |  |
| **Games** | Throw and catch with the control to keep possession and score goals  Pass and dribble with control without opponent  Be able to bounce the ball in the direction of a target  Know and use rules fairly to keep games going  Say 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 goals  Pass and dribble with control without opponent  Be able to bounce the ball in the direction of a target  Know and use rules fairly to keep games going  Say 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 accuracy  Continue to develop fundamental movement skills and become increasingly competent and confident  To understand the need for tactics  To be able to pass and catch within pairs  Know and understand rules of the game  Set up small games  Explain what they need to do to get ready to play games  Suggest what needs practising  Know and understand how hitting the ball further increases the chances of running further distances | Attempts to serve to begin a game. E.g. underarm  Plays a continuous game using: throwing and catching or some simple hitting  Keeps count/score of a game  Can play within boundaries  Uses a small range of basic racquet/hand skills  Moves towards a ball to return over a line/net  Plays 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 direction  Be able to run, jump and throw using a variety of techniques  Know and understand how altering the movement of any parts of the body during performance affects end results  Learn to use skills in different ways and link them to make actions  Develop 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 environments  Use simple plans, clues and diagrams to help them follow a short trail and go from one place to another  Respond to a challenge or problem they are set  Begin to work and behave safely  Work increasingly cooperatively with others, discussing how to follow trails and solve problems  Comment on how they went about tackling tasks  Be able to devise different methods of communication  Comment 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 |

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| **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 changes  Become 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 coordination  Be 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 success  Know and understand how to position themselves to make defending an area easier  Enjoy 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 changed  Lead 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 safely  Lead a partner through short warm-up routines | Recognize when their heart rate, temperature and breathing rate have changed  Lead a partner through short warm-up routines  Carry 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 activities  Lead a partner through short warm-up routines  Recognise that different tasks make their body work in different ways |
| **Dance** |  |  |  | Respond imaginatively to a range of stimuli related to character and narrative  Use simple motifs and movement patterns to structure and lead dance phrases on their own, with a partner and in a group  Refine, repeat and remember dance phrases and dances  Perform dances clearly and fluently to communicate an idea  Show sensitivity to the dance idea and the accompaniment  Describe, interpret and evaluate dance  Using appropriate language |  |  |
| **Games** | Play games with some fluency and accuracy, using a range of throwing and catching techniques  Pass and dribble with control under pressure  Find ways of attacking successfully when using other skills  Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score  Know the rules of the games  Understand that they need to defend as well as attack  Understand how strength, stamina and speed can be improved by playing invasion games  Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better  Be 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 techniques  Pass and dribble with control under pressure  Find ways of attacking successfully when using other skills  Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score  Know the rules of the games;  Understand that they need to defend as well as attack  Understand how strength, stamina and speed can be improved by playing invasion games  Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better  Be 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 accuracy  Choose and vary skills and tactics to suit the situation in a game  Carry out tactics successfully  To be able to pass and catch within a small team  Know rules and use them fairly to keep games going  Describe what they and others do that is successful  Be able to bat and run to distance bases | Explores shots on both sides of the body and attempt with confidence introduction of forehand and backhand  Uses a small range of racquet/hand skills  Works with a partner / small groups to return a served ball  Plays competitively with others and against others in modified games  Uses basic defensive tactics to defend the court i.e. moving to different positions on the court  Chooses ways to send the ball to make it difficult for opponent to return  Enjoy communicating, collaborating and competing with each other |
| **Gymnastics** |  | Perform actions, balances, body shapes and agilities with control  Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement  Adapt their own movements to include a partner in a sequence (3 phrases)  Understand that strength and suppleness can be improved  Recognise criteria that lead to improvement, *e.g. changing a level*; watch, describe and suggest possible improvements to others' performances  Suggest improvements to their own performance  Be able to perform a sequence following a pathway, in time with a partner  Know and understand how to sequence movements that move people together and apart |  | Perform actions, balances, body shapes and agilities with control  Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement  Adapt their own movements to include a partner in a sequence (3 phrases)  Understand that strength and suppleness can be improved  Recognise criteria that lead to improvement, *e.g. changing a level*; watch, describe and suggest possible improvements to others' performances  Suggest improvements to their own performance  Be able to perform a sequence following a pathway, in time with a partner  Know and understand how to sequence movements that move people together and apart |  |  |
| **Athletics** |  | Link running and jumping activities with some fluency, control and consistency  Make up and repeat a short sequence of linked jumps  Take part in a relay activity, remembering when to run and what to do  Throw a variety of objects, changing their action for accuracy and distance  Run over distances (short/long) |  |  | Link running and jumping activities with some fluency, control and consistency  Make up and repeat a short sequence of linked jumps  Take part in a relay activity, remembering when to run and what to do  Throw a variety of objects, changing their action for accuracy and distance  Run over distances (short/long) |  |
| **Outdoor/ adventurous** |  |  |  |  |  | Identify where they are by using simple maps, plans and diagrams of familiar environments  Use simple plans and diagrams to help them follow a short trail and go from one place to another  Respond to a challenge or problem they are set (time limit)  Begin to work and behave safely  Work increasingly cooperatively with others, discussing how to follow trails and solve problems  Comment on how they went about tackling tasks  Be able to devise different methods of communication  Comment 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 |

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| **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 ways  To 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 success  Further 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 coordination  Enjoy 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 work  Enjoy 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 other  Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success  Be 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 coordination  Enjoy 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 flexibility  Lead small groups in  warm-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 flexibility  Lead small groups in  warm-up activities | Organise their own warm-up and cool-down exercises  Show an understanding of safe exercising  Understand the need for warming up and working on body strength, tone and flexibility  Lead small groups in  warm-up activities | Understand the need for warming up and working on body strength, tone and flexibility  Lead small groups in  warm-up activities | Understand the need for warming up and working on body strength, tone and flexibility  Lead small groups in warm-up activities  Recognise 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 up  Recognise some of the physical demands that activities make on them |
| **Dance** |  |  | Compose motifs and plan dances creatively and collaboratively in groups  Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use  Perform different styles of dance clearly and fluently to an accompaniment  Recognise and comment on dances, showing an understanding of style  Suggest ways to improve their own and other people's work |  |  |  |
| **Games** | Pass, dribble and shoot with control in games  Identify and use tactics to help their team keep the ball and take it towards the opposition's goal  Identify tactics that present opportunities to score goals  Mark opponents and help each other in defence  Pick out things that could be improved in Performances and suggest ideas and practices to make them better  To develop their own game and to be able to agree and teach the rules of it  Know how to make games safe  Be able to attempt to intercept  Be able to participate in small sided game e.g. 5 a-side |  |  | Pass, dribble and shoot with control in games  Identify and use tactics to help their team keep the ball and take it towards the opposition's goal  Identify tactics that present opportunities to score goals  Mark opponents and help each other in defence  Pick out things that could be improved in Performances and suggest ideas and practices to make them better  To develop their own game and to be able to agree and teach the rules of it  Know how to make games safe  Be able to attempt to intercept  Be 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 ball  Plays modified games sending and returning a ball  Plays with others with some flow to the game, keeping track of their own scores  Recognises where they should stand on the court when playing on their own and with others  Applies some control when returning the ball including foot placement, shot selection (forehand, backhand) and aim  Be able to describe their scoring system  Strike a bowled ball with some accuracy; use a range of fielding skills, *e.g. catching, throwing, bowling, intercepting*, with growing control and consistency  Work collaboratively in pairs, group activities and small-sided games  Use and apply the basic rules consistently and fairly  Identify their own strengths and suggest practices to help them improve  Know and understand how to score points  Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success  Be able to score points by hitting a ball and running safely to the target  Know 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 to  make simple judgements about performances and  suggest ways they could be improved  Be 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 improved  Be 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 periods  Know and demonstrate a range of throwing techniques  Throw with some accuracy and power into a target area  Perform a range of jumps, showing consistent technique and sometimes using a short controlled run-up and take off  Play different roles in small groups  Compare and contrast performances using appropriate language |  |  |  | Understand and demonstrate the difference between sprinting and running for sustained periods  Know and demonstrate a range of throwing techniques  Throw with some accuracy and power into a target area  Perform a range of jumps, showing consistent technique and sometimes using a short controlled run-up and take off  Play different roles in small groups  Compare and contrast performances using appropriate language |
| **Outdoor/ adventurous** |  |  |  |  |  | Use maps, clues, compass and diagrams to orientate themselves and to travel around a simple unknown course  Start to plan sensible responses to physical challenges or problems, talking and working with others in their group  Identify parts of the work that were successful  Respond to feedback on how to go about their work differently  Respond to feedback on how to go about their work differently  Work on some tasks independently  Complete 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 |

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| **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 ways  To 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 success  Further 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 coordination  Enjoy 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 work  Enjoy 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 other  Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success  Be 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 coordination  Enjoy 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 up  Understand the importance of warming up and cooling down | Warm up and cool down independently  Understand how dance helps to keep them healthy  Understand 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 down  Deliver a specific warm up to a small group of peers  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 up  Recognise some of the physical demands that activities make on them  Prepare 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 dances  Perform to an accompaniment of own choice expressively and sensitively  Perform dance styles fluently and with control  Use appropriate criteria to evaluate and refine their own and others' work  Talk about dance with understanding, using appropriate language and terminology |  |  |  |
| **Games** | Use different techniques for passing, controlling, dribbling and shooting the ball in games  Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence  Play effectively as part of a team, following rules  Know what position they are playing in and how to contribute when attacking and defending  Recognise their own and others' strengths and weaknesses in games  Suggest ideas that will improve performance  Be able to describe an attacking position and a defending position within a game situation  Know and understand positions that help attacking and defending positions within a game |  |  | Use different techniques for passing, controlling, dribbling and shooting the ball in games  Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence  Play effectively as part of a team, following rules  Know what position they are playing in and how to contribute when attacking and defending  Recognise their own and others' strengths and weaknesses in games  Suggest ideas that will improve performance  Be able to describe an attacking position and a defending position within a game situation  Know and understand positions that help attacking and defending positions within a game | Uses forehand, backhand and overhead shots with more confidence in games  Makes appropriate choices in games about the best shot to use  Starts games with the appropriate serve  Begins to use full scoring systems and umpiring  Develops doubles play (team play for volleyball);  Applies tactics in games effectively  Strike a bowled ball with precision ball; use a range of fielding skills, *e.g. catching, throwing, bowling, intercepting*, with growing control and consistency  Continue to work collaboratively in pairs, group activities and small-sided games, taking a lead role  Continue to use and apply the basic rules consistently and fairly  Understand and implement a range of tactics in games with success  Identify 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 improving  Be 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 10  Be 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 improving  Be 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 10  Be 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 effectively  Find solutions to problems and challenges  Respond when the task or environment changes and the challenge increases  Plan, implement and refine the strategies they use  Adapt the strategies as necessary  Work increasingly well in a group or in a team where roles and responsibilities are understood  Identify what they do well, as individuals and as a group  Suggest ways to improve individuals and as a group  Work independently  Complete 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 |

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|  | **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** | Basketball  Dodgeball | Gymnastics (F) | Hockey  Handball | Dance | Athletics | OAA |
| Gymnastics (A) | Rounders | Volleyball |
| **Year 4** | Basketball  Dodgeball | Indoor Athletics | Hockey  Handball | Dance | Athletics | OAA |
| Gymnastics (A) | Gymnastics (A) | Cricket | Tennis |
| **Year 5** | Hockey  Handball | Indoor Athletics | Dance | Football  Dodgeball | Rounders | OAA |
| Gymnastics (A) | Gymnastics (F) | Volleyball | Athletics |
| **Year 6** | Hockey  Handball | Indoor Athletics | Dance | Football  Dodgeball | Cricket | OAA |
| Gymnastics (A) | Gymnastics (F) | Tennis | Athletics |

Key

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| 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 |  |