

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
<p>Early Learning Goals: <i>Personal, Social and Emotional Development ELG:</i> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Work and play co-operatively and take turns with others - Show sensitivity to their own and to others' needs</p> <p><i>Physical Development ELG:</i> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling 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 and tools effectively, including pencils for writing. Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ◇ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ◇ participate in team games, developing simple tactics for attacking and defending ◇ perform dances using simple movement patterns 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ◇ use running, jumping, throwing and catching in isolation and in combination ◇ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending ◇ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ◇ perform dances using a range of movement patterns ◇ take part in outdoor and adventurous activity challenges both individually and within a team ◇ compare their performances with previous ones and demonstrate improvement to achieve their personal best

Curriculum Links

Fundamentals	Invasion Games	Movement	Athletics	Striking and Fielding	Net and Wall	Others
Fundamentals Ball Skills Team Building/ OAA	Invasion Games Football Netball Rugby Hockey Basketball Handball Dodgeball	Gymnastics Dance Yoga	Running Jumping Throwing	Rounders Cricket Golf	Net and Wall Tennis Volleyball Badminton	Health and Fitness Swimming Using Space Compete/ Perform Evaluations

Fundamentals

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills						
<ul style="list-style-type: none"> ◇ Use movement skills with developing balance and co-ordination ◇ Negotiate space safely with consideration for myself and others ◇ Play co-operatively, take turns and encourage others ◇ Play games honestly with consideration of the rules 	<ul style="list-style-type: none"> ◇ Change direction when moving at speed ◇ Run at different speeds ◇ Show hopping and jumping movements ◇ Show balance and co-ordination when static and moving at a slow speed 	<ul style="list-style-type: none"> ◇ Begin to turn and jump in an individual skipping rope ◇ Show balance when changing direction ◇ Show hopping, skipping and jumping movements with some balance and control ◇ Show balance and co-ordination when running at different speeds 	<ul style="list-style-type: none"> ◇ Jump and turn a skipping rope ◇ Work with others to complete skipping challenges ◇ Link hopping and jumping actions ◇ Demonstrate good balance and control when performing other fundamental skills 	<i>Skills covered through Invasion Games</i>		
Knowledge						
<ul style="list-style-type: none"> ◇ Confident to try new challenges and knowing when to decide on the skills to complete the task ◇ Follow instructions involving several ideas or actions 	<ul style="list-style-type: none"> ◇ Know when to select their own actions in response to a task 	<ul style="list-style-type: none"> ◇ Know when to change speed for different situations ◇ Begin to understand how the body moves differently at different speeds 	<ul style="list-style-type: none"> ◇ Know when to change direction quickly and under pressure ◇ Understand how the body moves differently at different speeds 			

Team Building and OAA (taught through Introduction to PE Units 1 and 2 in EYFS)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills							
Trails <i>Geography</i> <i>Maths</i>	<ul style="list-style-type: none"> Follow, copy and lead a partner Begin to use different travelling actions whilst following a path 	<ul style="list-style-type: none"> Follow a pathway and lead others Use different travelling actions whilst following a path 	<ul style="list-style-type: none"> Confidently follow a pathway and lead others Understand how to use, follow and create a simple diagram/ map 	<ul style="list-style-type: none"> Orientate around a short trail Develop map reading skills Identify symbols used on a key 	<ul style="list-style-type: none"> Orientate accurately around a short trail Create a short trail with a physical challenge Begin to use a map to complete an orienteering course Identify key symbols on a map and use a key to help navigate around a grid Associate the meaning of a key in the context of the environment 	<ul style="list-style-type: none"> Start to orientate with increasing confidence and accuracy around an orienteering course Design an orienteering course that can be followed Begin to use navigation equipment to orientate around a trail Navigate around a course using a map Orientate a map confidently 	<ul style="list-style-type: none"> Orientate themselves with confidence and accuracy around an orienteering course Design an orienteering course that can be followed and offers some challenge to others Use navigation equipment to orientate around a trail Orientate a map efficiently to navigate around a course
Problem Solving <i>Geography</i> <i>Maths</i>	<ul style="list-style-type: none"> Follow basic instructions 	<ul style="list-style-type: none"> Follow basic instructions carefully 	<ul style="list-style-type: none"> Follow instructions carefully 	<ul style="list-style-type: none"> Follow and give instructions Plan and attempt to apply strategies to solve problems 	<ul style="list-style-type: none"> Accurately follow and give instructions Plan and apply strategies to solve problems 	<ul style="list-style-type: none"> Identify a key on a map and begin to use the information in activities Use critical thinking to approach a task 	<ul style="list-style-type: none"> Use a range of map styles and make an informed decision on the most effective Select and apply the best method to solve a problem
Teamwork	<ul style="list-style-type: none"> Work with others co-operatively and play as a group 	<ul style="list-style-type: none"> Work with a partner and a small group Explore and develop teamwork skills Listen to others' ideas 	<ul style="list-style-type: none"> Work co-operatively with a partner and a small group Suggest ideas to solve tasks 	<ul style="list-style-type: none"> Use effective communication to begin to work as a team 	<ul style="list-style-type: none"> Communicate clearly with other people in a team, and with other teams Work collaboratively and effectively with a partner and a small group 	<ul style="list-style-type: none"> Complete orienteering activities (team and independently) Use clear communication to complete a role in a team Share ideas and agree on a team strategy 	<ul style="list-style-type: none"> Work effectively as part of a team, demonstrating leadership skills when necessary Inclusive of others, share job roles and lead when necessary
Preparation and Organisation	<ul style="list-style-type: none"> Begin to use equipment safely and responsibly 	<ul style="list-style-type: none"> Use equipment safely and responsibly 	<ul style="list-style-type: none"> Begin to choose equipment that is appropriate for an activity 	<ul style="list-style-type: none"> Choose equipment that is appropriate Begin to plan and organise a trail that others can follow 	<ul style="list-style-type: none"> Try a range of equipment for creating and completing an activity Plan and organise a trail that others can follow 	<ul style="list-style-type: none"> Choose the best equipment Create a challenging activity Create a simple plan for others to follow 	<ul style="list-style-type: none"> Prepare and manage an orienteering course Organise an event for others (<i>Sports Day</i>)
Communication	<ul style="list-style-type: none"> Begin to communicate simple instructions 	<ul style="list-style-type: none"> Communicate simple instructions Follow instructions 	<ul style="list-style-type: none"> Share ideas and help to solve tasks Show honesty and play fairly 	<ul style="list-style-type: none"> Communicate with others Listen to and accept of others' ideas 	<ul style="list-style-type: none"> Communicate clearly and confidently with others Listen to others 	<ul style="list-style-type: none"> Communicate clearly and effectively with others 	<ul style="list-style-type: none"> Communicate clearly and effectively with others when under pressure Use clear communication
Knowledge							
	<ul style="list-style-type: none"> Know how to use basic maps 	<ul style="list-style-type: none"> Begin to use basic maps confidently Begin to discuss when they were successful at solving challenges 	<ul style="list-style-type: none"> Understand how to use, follow and create a simple diagram/ map Say when they were successful at solving challenges 	<ul style="list-style-type: none"> Begin to identify the key skills required to succeed Begin to reflect on when and why they were successful at solving challenges 	<ul style="list-style-type: none"> Start to recognise features of an orienteering course Reflect on when and why they were successful at solving challenges 	<ul style="list-style-type: none"> Identify the quickest route to accurately navigate an orienteering course Reflect on when they were successful at solving challenges and alter their methods in order to improve 	<ul style="list-style-type: none"> Use critical thinking skills to form ideas and strategies to solve challenges With increasing accuracy, reflect on when and how they were successful at solving challenges and alter methods

Invasion Games *(taught through Ball Skills Units 1 and 2 in EYFS)*

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games covered	Ball skills	Invasion	Invasion	Football, netball	Football, netball, handball	Football, netball	Football, netball, hockey, tag-rugby, basketball, handball
Skills							
Passing	<ul style="list-style-type: none"> ◇ Use ball skills with developing competence and accuracy ◇ Kick an object at a target ◇ Demonstrate successful passing skill 	<ul style="list-style-type: none"> ◇ Practise basic striking, sending and receiving ◇ Explore different ways using a ball ◇ Pass the ball to another player in a game ◇ Send and receive a ball with hands and feet ◇ Retrieve and stop a ball using different parts of the body 	<ul style="list-style-type: none"> ◇ Begin to trap and cushion a ball ◇ Pass and receive a ball with more control and accuracy ◇ Pass the ball in different ways ◇ Position the body to strike a ball ◇ Catch a ball with and without a bounce 	<ul style="list-style-type: none"> ◇ Improve accurate passing skills ◇ Pass the ball in two different ways in a game situation with some success 	<ul style="list-style-type: none"> ◇ Pass a ball with accuracy and control ◇ Use foot-eye coordination to pass a moving and a stationary ball ◇ Pass the ball with increasing speed, accuracy and success in a game situation 	<ul style="list-style-type: none"> ◇ Use different techniques to kick/ hit/ throw a ball ◇ Explore when different shots are best used ◇ Pass a ball with speed and accuracy using appropriate techniques in a game situation 	<ul style="list-style-type: none"> ◇ Use good foot-eye coordination to be able to direct a ball when shooting or passing ◇ Pass a ball over longer distances ◇ Choose and make the best pass in a game situation and link a range of skills together with fluency
Dribbling	<ul style="list-style-type: none"> ◇ Move a ball in different ways, including bouncing and kicking ◇ Use equipment to control a ball 	<ul style="list-style-type: none"> ◇ Begin to dribble a ball with hands and feet ◇ Travel with a ball in different ways ◇ Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency 	<ul style="list-style-type: none"> ◇ Develop control and accuracy when moving with a ball in a variety of different games ◇ Bounce and kick a ball whilst moving ◇ Use kicking/ dribbling skills in a game ◇ Sometimes dribble a ball with hands and feet 	<ul style="list-style-type: none"> ◇ Move with the ball in a variety of ways with some control ◇ Use two different ways of moving with a ball in a game ◇ Remain in control of ball while travelling 	<ul style="list-style-type: none"> ◇ Move with the ball using a range of techniques showing control and fluency ◇ Choose and adapt techniques to keep possession and give their team chance to shoot 	<ul style="list-style-type: none"> ◇ Use a variety of ways to dribble in a game with success ◇ Change speed, direction with a ball to get away from defender ◇ Use ball skills in various ways, and begin to link together ◇ Show ways to keep the ball away from defenders 	<ul style="list-style-type: none"> ◇ Show confidence in using ball skills in various ways in a game situation, and link these together effectively and fluent
Possession	<i>Covered through Dribbling</i>	<i>Covered through Dribbling</i>	<i>Covered through Dribbling</i>	<ul style="list-style-type: none"> ◇ Keep and win back possession of the ball in a team game 	<ul style="list-style-type: none"> ◇ Occasionally contribute towards helping to keep and win back possession of the ball in a game 	<ul style="list-style-type: none"> ◇ Keep and win back possession of the ball effectively in a team game 	<ul style="list-style-type: none"> ◇ Keep and win back possession of the ball effectively and in a variety of ways
Using Space	<ul style="list-style-type: none"> ◇ Travel in different ways, including sideways and backwards ◇ Negotiate space safely with consideration for myself and others 	<ul style="list-style-type: none"> ◇ Use different ways of travelling in different directions or pathways ◇ Run at different speeds ◇ Recognise space when playing games 	<ul style="list-style-type: none"> ◇ Use different ways of travelling at different speeds and following different pathways, directions or courses ◇ Change speed and direction whilst running ◇ Begin to choose and use the best space in a game 	<ul style="list-style-type: none"> ◇ Find a useful space and get into it to support teammates 	<ul style="list-style-type: none"> ◇ Make the best use of space to pass and receive the ball 	<ul style="list-style-type: none"> ◇ Demonstrate an increasing awareness of space 	<ul style="list-style-type: none"> ◇ Demonstrate a good awareness of space and use this confidentially in game situations

Attacking/ Defending	<ul style="list-style-type: none"> ◇ Play a range of chasing games 	<ul style="list-style-type: none"> ◇ Begin to use the terms attacking and defending ◇ Use simple defensive skills such as marking a player or defending a space ◇ Use simple attacking skills such as dodging to get past a defender ◇ Change direction to move away from a defender ◇ Move to stay with another player when defending 	<ul style="list-style-type: none"> ◇ Use at least one technique to attack or defend to play a game successfully ◇ Dodge and find space away from the other team ◇ Move with a ball towards goal ◇ Stay with another player to try and win the ball ◇ Know who is on my team and I can attempt to send the ball to them 	<ul style="list-style-type: none"> ◇ Use simple attacking and defending skills in a game change direction quickly 	<ul style="list-style-type: none"> ◇ Use a range of attacking and defending skills and techniques in a game ◇ Use defending skills as an individual to prevent a player from scoring 	<ul style="list-style-type: none"> ◇ Shoot accurately in a variety of ways ◇ Use defence skills as a team to prevent the opposition from scoring ◇ Know when to pass/ dribble/ shoot in an invasion game 	<ul style="list-style-type: none"> ◇ Think ahead and create a plan of attack or defence ◇ Work as a team to develop defending strategies to prevent the opposition from scoring ◇ Lead others during a game ◇ Choose right formations and tactics for attack and defence
Knowledge							
	<ul style="list-style-type: none"> ◇ Play ball games with consideration of the rules ◇ Play co-operatively and take turns with others 	<ul style="list-style-type: none"> ◇ Begin to understand the importance of rules in a game ◇ Use simple rules to play fairly ◇ Understand what good technique looks like ◇ Understand when I am a defender and when I am an attacker 	<ul style="list-style-type: none"> ◇ Understand the importance of rules ◇ Understand what good technique looks like ◇ Begin to use and understand the terms attacking and defending ◇ Know who is on my team and I can attempt to send the ball to them ◇ Select the appropriate skill for the situation 	<ul style="list-style-type: none"> ◇ Apply and follow rules fairly ◇ Understand and begin to apply the basic principles of invasion games ◇ Know how to play invasion games fairly 	<ul style="list-style-type: none"> ◇ Vary the tactics they use in a game ◇ Adapt rules to alter games ◇ Plan ideas and tactics similar across invasion games ◇ Understand simple patterns of play 	<ul style="list-style-type: none"> ◇ Devise and adapt rules to create their own game ◇ Choose the best tactics for attacking and defending 	<ul style="list-style-type: none"> ◇ Follow and create complicated rules to play a game successfully ◇ Communicate plans to others during a game ◇ Apply knowledge of skills for attacking and defending ◇ Understand that when team has ball they are attacking and when they haven't they are defending

Football *(taught through Ball Skills Units 1 and 2 in EYFS, and Invasion Games in Year 1 and 2)*

	Year 3	Year 4	Year 5	Year 6
Skills				
Passing	<ul style="list-style-type: none"> ◇ Demonstrate successful passing skills ◇ Pass the ball in two different ways in a game situation with some success 	<ul style="list-style-type: none"> ◇ Pass a ball with accuracy and control ◇ Use foot-eye coordination to pass a moving and a stationary ball ◇ Pass the ball with increasing speed, accuracy and success in a game situation 	<ul style="list-style-type: none"> ◇ Use different techniques to kick a ball ◇ Explore when different shots are best used ◇ Pass a ball with speed and accuracy using appropriate techniques in a game situation 	<ul style="list-style-type: none"> ◇ Use good foot-eye coordination to be able to direct a ball when shooting or passing ◇ Kick a ball over longer distances ◇ Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move
Dribbling	<ul style="list-style-type: none"> ◇ Move with the ball in a variety of ways with some control ◇ Use two different ways of moving with a ball in a game 	<ul style="list-style-type: none"> ◇ Move with the ball using a range of techniques showing control and fluency 	<ul style="list-style-type: none"> ◇ Use a variety of ways to dribble in a game with success ◇ Use ball skills in various ways, and begin to link together 	<ul style="list-style-type: none"> ◇ Show confidence in using ball skills in various ways in a game situation, and link these together effectively
Attacking/Defending	<ul style="list-style-type: none"> ◇ Use simple attacking and defending skills in a game ◇ Track an opponent to slow them down 	<ul style="list-style-type: none"> ◇ Use a range of attacking and defending skills and techniques in a game. ◇ Use defending skills as an individual to prevent a player from scoring 	<ul style="list-style-type: none"> ◇ Choose the best tactics for attacking and defending ◇ Shoot in a game ◇ Use defence skills (tracking and intercepting) as a team to prevent the opposition from scoring 	<ul style="list-style-type: none"> ◇ Think ahead and create a plan of attack or defence ◇ Apply knowledge of skills for attacking and defending ◇ Work as a team to develop defending strategies to prevent the opposition from scoring
Possession	<ul style="list-style-type: none"> ◇ Know how to keep and win back possession of the ball in a team game 	<ul style="list-style-type: none"> ◇ Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game 	<ul style="list-style-type: none"> ◇ Keep and win back possession of the ball effectively in a team game 	<ul style="list-style-type: none"> ◇ Keep and win back possession of the ball effectively and in a variety of ways in a team game
Knowledge				
	<ul style="list-style-type: none"> ◇ Beginning to use simple tactics ◇ Learning the rules of the game ◇ Know how to find space away from others and near to my goal ◇ Understand my role as an attacker and as a defender ◇ Know how to work co-operatively with my group to self-manage games 	<ul style="list-style-type: none"> ◇ Understand the rules of the game and use them often and honestly ◇ Know how to move in to space to help my team to keep possession and score goals ◇ Use simple tactics to help their team score or gain possession ◇ Share ideas and work with others to manage the game 	<ul style="list-style-type: none"> ◇ Communicate with their team and move into space to keep possession and score ◇ Often make the correct decision of who to pass to and when ◇ Understand the need for tactics and identify when to use them in different situations ◇ Understand the rules of the game, and use them most of the time to play honestly and fairly ◇ Understand there are different skills for different situations and begin to apply this 	<ul style="list-style-type: none"> ◇ Know when to create and use space to help their team ◇ Select the appropriate action for the situation and make this decision quickly ◇ Use marking, tackling and/or interception to improve defence ◇ Use the rules of the game consistently to play honestly and fairly. ◇ Work collaboratively to create tactics and evaluate the effectiveness of these

Netball				
	Year 3 <i>Covered through Invasion Games Aut1</i>	Year 4	Year 5	Year 6
Skill				
Passing	<ul style="list-style-type: none"> ◇ Demonstrate successful passing skills (chest, bounce and shoulder) ◇ Pass the ball in two different ways in a game situation with some success ◇ Throw a ball in different ways (e.g. high, low, fast or slow) 	<ul style="list-style-type: none"> ◇ Pass a ball with accuracy and control (chest, bounce and shoulder) ◇ Use hand-eye coordination to pass a ball ◇ Pass the ball with increasing speed, accuracy and success in a game situation 	<ul style="list-style-type: none"> ◇ Use different techniques to pass a ball (chest, bounce, shoulder and overhead) ◇ Explore when different passes are best used ◇ Pass a ball with speed and accuracy using appropriate techniques in a game situation ◇ Pass the ball appropriately to different ability players 	<ul style="list-style-type: none"> ◇ Use good hand-eye coordination to be able to direct a ball when passing ◇ Pass a ball over longer distances ◇ Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move
Receiving the Ball	<ul style="list-style-type: none"> ◇ Catch with greater control and accuracy ◇ Land using a 1-2 landing on the right foot ◇ Land and pivot to the right ◇ Practise the correct technique for catching a ball and use it in a game 	<ul style="list-style-type: none"> ◇ Develop different ways of catching ◇ Land using a 1-2 landing on the left foot ◇ Land and pivot to the left 	<ul style="list-style-type: none"> ◇ Consolidate different ways of catching, and know when each is appropriate in a game ◇ Catch a ball from a pass thrown above my shoulder while moving ◇ Catch and turn in the air to the right and left then land ◇ Land using a split landing 	<ul style="list-style-type: none"> ◇ Catch accurately and successfully under pressure in a game ◇ Use a 1-2 landing and continue moving to pass the ball ◇ Catch a ball with one hand while standing still ◇ Catch a ball with one hand while jumping
Possession	<ul style="list-style-type: none"> ◇ Know how to keep and win back possession of the ball in a team game ◇ Use simple tactics to help my team score or gain possession. 	<ul style="list-style-type: none"> ◇ Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game 	<ul style="list-style-type: none"> ◇ Keep and win back possession of the ball effectively in a team game 	<ul style="list-style-type: none"> ◇ Keep and win back possession of the ball effectively and in a variety of ways in a team game
Using Space	<ul style="list-style-type: none"> ◇ Find a useful space and get into it to support teammates ◇ Move forwards/ sideways on the court 	<ul style="list-style-type: none"> ◇ Make the best use of space to pass and receive the ball ◇ Use a change of pace/ direction to get free of a defender 	<ul style="list-style-type: none"> ◇ Demonstrate an increasing awareness of space ◇ Get ball side of a defender sometimes 	<ul style="list-style-type: none"> ◇ Demonstrate a good awareness of space ◇ Use different channels to be in position for a pass ◇ Use an overlap run to create a square pass
Attacking/ Defending	<ul style="list-style-type: none"> ◇ Use simple attacking and defending skills in a game ◇ Follow opponent closely 	<ul style="list-style-type: none"> ◇ Use a range of attacking and defending skills and techniques in a game ◇ Use defending skills as an individual to prevent a player from scoring ◇ Defend one on one and know when to win the ball ◇ Begin to make interceptions on opponent 	<ul style="list-style-type: none"> ◇ Choose the best tactics for attacking and defending ◇ Shoot in a game using the correct shooting technique sometimes ◇ Use defence skills as a team to prevent the opposition from scoring ◇ Make interceptions on opponent ◇ Know how far 3 feet is when marking the ball 	<ul style="list-style-type: none"> ◇ Think ahead and create a plan of attack or defence ◇ Use the correct shooting technique ◇ Use a split landing to move closer to the post ◇ Work as a team to develop defending strategies to prevent the opposition from scoring ◇ Use one jump to intercept when marking the ball
Knowledge				
	<ul style="list-style-type: none"> ◇ Apply and follow rules fairly ◇ Understand and begin to apply the basic principles of netball ◇ Know how to play netball fairly 	<ul style="list-style-type: none"> ◇ Vary the tactics they use in a game ◇ Adapt rules to alter games 	<ul style="list-style-type: none"> ◇ Devise and adapt rules to create their own game ◇ Combine accurate passing/ catching skills in a game ◇ Begin to advise and help others during game play 	<ul style="list-style-type: none"> ◇ Follow and create complicated rules to play a game successfully ◇ Apply knowledge of skills for attacking and defending ◇ Communicate plans to others during a game ◇ Lead others during a game ◇ Come up with new tactics for different teams

Tag Rugby

Year 3	Year 4	Year 5	Year 6
Skill			
<ul style="list-style-type: none"> ◇ Defend an opponent and attempt to tag them ◇ Move with a ball towards goal with increasing control ◇ Pass and receive the ball with some control 	<ul style="list-style-type: none"> ◇ Delay an opponent and help prevent the other team from scoring ◇ Pass and receive the ball with increasing control 	<ul style="list-style-type: none"> ◇ Pass and receive the ball with some control under pressure ◇ Tag opponents and close down space 	<ul style="list-style-type: none"> ◇ Create and use space to help my team ◇ Pass and receive the ball with increasing control under pressure ◇ Tag opponents individually and when working within a unit
Knowledge			
<ul style="list-style-type: none"> ◇ Understand my role as an attacker and as a defender ◇ Learn the rules of the game and begin to use them to play honestly ◇ Communicate with my team and move into space to help them 	<ul style="list-style-type: none"> ◇ Understand the rules of the game and I can use them often and honestly ◇ Help their team keep possession and score tries when I play in attack ◇ Use simple tactics to help my team score or gain possession 	<ul style="list-style-type: none"> ◇ Communicate and move into space to keep possession and score ◇ Know what position they are playing and how to contribute when attacking and defending when to use them in different situations ◇ Understand the need for tactics and identify when to use them in different situations ◇ Understand the rules of the game ◇ Understand the different skills for different situations 	<ul style="list-style-type: none"> ◇ Select the appropriate action for the situation and make this decision quickly ◇ Use the rules of the game consistently to play honestly and fairly ◇ Work collaboratively to create tactics and evaluate the effectiveness of these

Hockey

Year 3	Year 4	Year 5	Year 6
Skill			
<ul style="list-style-type: none"> ◇ Beginning to use simple tactics ◇ Dribble, pass, receive and shoot the ball with some control ◇ Find space away from others and near to my goal ◇ Track an opponent to slow them down 	<ul style="list-style-type: none"> ◇ Delay an opponent and help to prevent the other team from scoring ◇ Dribble, pass, receive and shoot the ball with increasing control ◇ Move to space to help my team to keep possession and score goals 	<ul style="list-style-type: none"> ◇ Communicate with their team and move into space to keep possession and score ◇ Dribble, pass, receive and shoot the ball with some control under pressure ◇ Use tracking, tackling and intercepting when playing in defence 	<ul style="list-style-type: none"> ◇ Create and use space to help their team ◇ Dribble, pass, receive and shoot the ball with increasing control. under pressure ◇ Select the appropriate action for the situation and make this decision quickly ◇ Use marking, tackling and/or interception to improve their defence
Knowledge			
<ul style="list-style-type: none"> ◇ Learning the rules of the game and beginning to use them honestly ◇ Understand my role as an attacker and as a defender ◇ Work co-operatively with my group to self-manage games 	<ul style="list-style-type: none"> ◇ Use simple tactics to help my team score or gain possession ◇ Share ideas and work with others to manage our game ◇ Understand the rules of the game and I can use them often and honestly 	<ul style="list-style-type: none"> ◇ Know what position they are playing, and how to contribute when attacking and defending ◇ Understand the need for tactics and can identify when to use them in different situations ◇ Understand the rules of the game and use them most of the time ◇ Understand there are different skills for different situations and begin to apply this 	<ul style="list-style-type: none"> ◇ Use the rules of the game consistently to play honestly and fairly ◇ Work collaboratively to create tactics and evaluate the effectiveness of these ◇ Work in collaboration with others so that games run smoothly

Basketball

Year 3	Year 4	Year 5	Year 6
Skill			
<ul style="list-style-type: none"> ◇ Dribble, pass, receive and shoot the ball with some control ◇ Find space away from others and near to their goal ◇ Track an opponent to slow them down 	<ul style="list-style-type: none"> ◇ Delay an opponent and help to prevent the other team from scoring ◇ Dribble, pass, receive and shoot the ball with increasing control ◇ Move to space to help their team keep possession and score goals 	<ul style="list-style-type: none"> ◇ Communicate and move into space to keep possession and score ◇ Dribble, pass, receive and shoot the ball with some control under pressure ◇ Use tracking and intercepting when playing in defence 	<ul style="list-style-type: none"> ◇ Create and use space to ◇ Dribble, pass, receive and shoot the ball with increasing control under pressure ◇ Select the appropriate action for the situation and make this decision quickly
Knowledge			
<ul style="list-style-type: none"> ◇ <i>Beginning to use simple tactics</i> ◇ <i>Learning the rules of the game and beginning to use them honestly</i> ◇ <i>Understand their role as an attacker and as a defender</i> 	<ul style="list-style-type: none"> ◇ <i>Know and use simple tactics to help their team score or gain possession</i> ◇ <i>Understand the rules of the game and use them often and honestly</i> 	<ul style="list-style-type: none"> ◇ <i>Understand the need for tactics and identify when to use them in different situations</i> ◇ <i>Understand the rules of the game and apply them honestly most of the time</i> ◇ <i>Understand there are different skills for different situations and beginning to apply this</i> 	<ul style="list-style-type: none"> ◇ <i>Use the rules of the game honestly and consistently</i> ◇ <i>Work collaboratively to create tactics and evaluate the effectiveness of these</i> ◇ <i>Work in collaboration with others so that games run smoothly</i> ◇ <i>Understand when to use different styles of defence in game situations</i>

Handball

Year 3	Year 4	Year 5	Year 6
Skills			
<i>Skills covered through Invasion Games</i>	<ul style="list-style-type: none"> ◇ Throw, catch, dribble and shoot the ball with control ◇ Defend an opponent to slow them down ◇ Delay an opponent and help to prevent the other team from scoring ◇ Move to space to help their team keep possession and score goals ◇ Self-manage a match with their team-mates and officiate a match by applying the basic rules 	<i>Skills covered through Invasion Games</i>	<ul style="list-style-type: none"> ◇ Apply defensive skills individually and as a team to gain possession, deny space and stop goals ◇ Create and use space to maintain possession and create scoring opportunities ◇ Dribble, pass, receive and shoot the ball with some control under pressure ◇ Perform a range of skills with control and can select the appropriate action for the situation under pressure
Knowledge			
	<ul style="list-style-type: none"> ◇ <i>Learn and begin to understand the rules of the game, and use them often and honestly</i> ◇ <i>Understand their role both as a defender and as an attacker</i> 		<ul style="list-style-type: none"> ◇ <i>Lead others and contribute my ideas to group work</i> ◇ <i>Understand the need for tactics and identify when to use them in different situations</i> ◇ <i>Work in collaboration with others to self-manage games so that they run smoothly</i> ◇ <i>Understand the rules and apply them honestly most of the time including when refereeing</i>

Dodgeball

Year 3	Year 4	Year 5	Year 6
Skills			
<i>Skills covered through Invasion Games</i>	<ul style="list-style-type: none"> ◇ Begin to catch with increasing consistency ◇ Throw with some accuracy at a target ◇ Return to the ready position to defend themselves 	<i>Skills covered through Invasion Games</i>	<ul style="list-style-type: none"> ◇ Use a wider range of skills with increasing control under pressure ◇ Throw accurately at a target ◇ Select the appropriate action for the situation and make this decision quickly ◇ Officiate and help to manage a game by refereeing
Knowledge			
	<ul style="list-style-type: none"> ◇ <i>Learning the rules of the game and I am beginning to use them to play fairly</i> ◇ <i>Understand the aim of the game</i> ◇ <i>Communicate to apply simple tactics</i> 		<ul style="list-style-type: none"> ◇ <i>Work collaboratively to create tactics and evaluate the effectiveness of these</i> ◇ <i>Understand the need for tactics and can identify when to use them in different situations</i> ◇ <i>Use the rules of the game consistently to play honestly and fairly</i> ◇ <i>Understand there are different skills for different situations and begin to use these</i>

Gymnastics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills							
Travelling & Linking Actions	<ul style="list-style-type: none"> ◇ Move around, under, over, and through different objects and equipment ◇ Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel <p>*Tiptoe, step, jump and hop</p>	<ul style="list-style-type: none"> ◇ Link two actions to make a sequence ◇ Move around, under, over, and through different equipment ◇ Begin to move with control and care ◇ Travel in different ways, changing direction and speed <p>* Hopscotch, Skipping, Galloping</p>	<ul style="list-style-type: none"> ◇ Link actions to make a sequence ◇ Travel in a variety of ways, including rolling <p>* Straight jump half-turn</p>	<ul style="list-style-type: none"> ◇ Link combinations of actions with increasing confidence, including changes of direction, speed or level ◇ Move with coordination, control and care ◇ Use turns whilst travelling in a variety of ways <p>* Chassis steps * Straight jump half turn * Cat leap</p>	<ul style="list-style-type: none"> ◇ Show changes of direction, speed and level during a performance ◇ Travel in different ways, including using flight <p>* Cat leap half turn * Pivot</p>	<ul style="list-style-type: none"> ◇ Use combinations of dynamics (pathways) to use space <p>* Straight jump full turn</p>	<ul style="list-style-type: none"> ◇ Use combinations of dynamics (pathways) to use space effectively <p>* Cat leap full turn</p>
Shapes and Balances	<ul style="list-style-type: none"> ◇ Begin to balance with control <p>* Standing balances * Stand on one foot to hold a balance * Stretch in different ways</p>	<ul style="list-style-type: none"> ◇ Learn a variety of basic gymnastic movements ◇ Recognise and copy contrasting actions (small/ tall, narrow/ wide) ◇ Hold still shapes and simple balances <p>* Kneeling balances * Pike, tuck, star, straight, straddle shapes</p>	<ul style="list-style-type: none"> ◇ Hold a still shape whilst balancing on different points of the body ◇ Transfer weight smoothly from one part of body to another <p>* Large body part balances * Balances on apparatus * Balances with a partner * Straddle shape * Front and back support</p>	<ul style="list-style-type: none"> ◇ Develop the quality of actions, shapes and balances ◇ Create body shapes while holding balances with control and confidence ◇ Link different balances moving in and out of positions of stillness <p>* Small body parts, including standing and kneeling * Matching and contrasting partner balances</p>	<ul style="list-style-type: none"> ◇ Improve the placement and alignment of body parts in balances ◇ Carry out balances, recognising the position of their centre of gravity and how this affects the balance <p>* 1, 2, 3 and 4- point balances * Balances with and against a partner</p>	<ul style="list-style-type: none"> ◇ Perform balances fluently and with control ◇ Explore range of symmetric and asymmetric actions, shapes and balances <p>* Part body weight partner balances</p>	<ul style="list-style-type: none"> ◇ Demonstrate precise and controlled placement of body parts in their actions, shapes and balances <p>* Full body weight partner balances</p>
Rolls	<ul style="list-style-type: none"> * Roll in different ways with control * Tuck roll (egg roll) * Stretch roll (pencil roll) * Straddle roll 	<ul style="list-style-type: none"> * Tuck roll (controlled) * Stretch roll (controlled) * Straddle roll (controlled) 	<ul style="list-style-type: none"> * Rocking forward roll * Crouched forward roll 	<ul style="list-style-type: none"> * Tucked backward roll 	<ul style="list-style-type: none"> * Forward roll from standing * Straddle forward roll * Backward roll to straddle 	<ul style="list-style-type: none"> * Pike forward roll * Tucked backward roll 	<ul style="list-style-type: none"> * Dive forward roll * Backward roll to straddle * Backward roll to standing pike * Pike backward roll
Jump	<ul style="list-style-type: none"> ◇ Jump in a range of ways from one space to another with control <p>* Straight jump * Tuck jump * Jumping Jack * Half turn jump</p>	<ul style="list-style-type: none"> ◇ Jump off an object and land appropriately <p>* Cat spring</p>	<ul style="list-style-type: none"> ◇ Jump in a variety of ways and land with increasing control and balance ◇ Climb onto and jump off the equipment safely <p>* Cat spring to straddle</p>	<ul style="list-style-type: none"> ◇ Use a range of jumps in their sequences <p>* Star jump * Straddle jump * Pike jump * Straight jump half-turn * Cat leap</p>	<ul style="list-style-type: none"> ◇ Begin to perform jumps fluently and with control <p>* Straight jump full-turn * Cat leap half-turn</p>	<ul style="list-style-type: none"> ◇ Perform jumps fluently and with control <p>* Stag jump * Split leap</p>	<ul style="list-style-type: none"> ◇ Perform jumps fluently, controlled and off a range of apparatus <p>* Cat leap full-turn * Stag leap</p>

Vault	* Straight jump off springboard	* Tuck jump off springboard * Squat on vault (hands to knees, then feet)	* Star jump off * Tuck jump off	◇ Begin to use equipment to vault * Straddle jump off * Pike jump off * Hands to feet on vault	◇ Use equipment to vault in a variety of ways * Straddle on vault * Straddle jump off * Pike jump off	◇ Confidently use equipment to vault in a variety of ways * Squat through vault * Hurdle step onto springboard	◇ Confidently use equipment to vault and incorporate this into sequences * Straddle over vault * Tuck sideways over vault Extended: Star shape over vault
Handstands, Cartwheels and Round-offs	* Bunny hop	* Front support wheelbarrow with partner	* T-lever * Scissor kick * Handstand	* Lunge into handstand * Cartwheel	* Lunge into cartwheel	* Lunge into round-off * Hurdle step	* Hurdle step into cartwheel * Hurdle step into round-off
Sequencing	◇ Perform a short sequence of movements ◇ Begin to create a short sequence of movements	◇ Create and perform a movement sequence ◇ Copy actions and movement sequences with a beginning, middle and end	◇ Copy, explore and remember actions and movements to create their own sequence ◇ Form simple sequences of different actions using floor and apparatus ◇ Have a clear start, middle and end	◇ Copy a partner's sequence on floor and apparatus ◇ Choose ideas to compose a movement sequence independently and with others ◇ Work with a partner to create sequences ◇	◇ Create a sequence of actions that fit a theme ◇ Use an increasing range of actions, directions and levels in their sequences ◇ Work with a partner and small groups to create sequences ◇ Adapt their sequences to include apparatus and to suit partner or small group	◇ Move from floor to apparatus, change levels and move safely ◇ Combine movements with other in a group (matching and mirroring) ◇ Select ideas to compose specific sequences of movements, shapes and balances ◇ Adapt their sequences to fit new criteria or suggestions ◇	◇ Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching ◇ ◇ Investigate different ways of working with a partner or small group ◇ Plan a sequence and adapt it to limited equipment ◇ Make up a sequence and adapt it to different apparatus layouts ◇
Performance		◇ Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size ◇ Be still in different body shapes and balances and combine different ways of travelling	◇ Move with increasing control and care ◇ Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction	◇ Develop the quality of the actions in their performances ◇ Practice and concentrate on quality of movement ◇ Use actions on floor and over, through, across and along apparatus ◇ Vary and apply actions on floor and apparatus ◇ Begin to show flexibility in movements ◇	◇ Perform and create sequences with fluency and expression ◇ Move with clarity, fluency and expression ◇ Begin to develop good technique when travelling, balancing and using equipment ◇ Develop strength, technique and flexibility through performances ◇ Include changes of dynamics	◇ Apply skills and techniques consistently ◇ Develop strength, technique and flexibility throughout performances ◇ Combine equipment with movement to create sequences ◇ Control actions and combine them fluently ◇ ◇ Perform own longer, more complex	◇ Apply skills and techniques consistently, showing precision and control ◇ Develop strength, technique and flexibility throughout performances ◇ ◇ Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in

				<ul style="list-style-type: none"> ◇ Perform learnt skills and techniques with control and confidence ◇ Compete against self and others in a controlled manner ◇ Perform easy combinations of contrasting actions ◇ Choose combinations that work in their sequences 	<ul style="list-style-type: none"> ◇ Perform and apply skills and techniques with control and accuracy ◇ Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements ◇ Modify their use of skills or techniques to achieve a better result ◇ Devise, perform and repeat sequences that include travel, body shapes and balances 	<ul style="list-style-type: none"> sequences in time to music ◇ Consistently perform and apply skills and techniques with accuracy and control ◇ Watch a performance and evaluate its success ◇ Identify what was performed well and what needs improving ◇ Choose a focus for improvement ◇ Identify one or two aspects of their performance to practice and improve 	<ul style="list-style-type: none"> time to music ◇ Perform and apply a variety of skills and techniques confidently, consistently and with precision ◇ Begin to record their peers' performances, and evaluate these ◇ Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) ◇ Set out and do risk assessments on apparatus
Knowledge							
	<ul style="list-style-type: none"> ◇ ◇ 	<ul style="list-style-type: none"> ◇ <i>Begin to recognise how it feels when the body is tense in a balance</i> 	<ul style="list-style-type: none"> ◇ <i>Recognise how it feels when the body is tense in a balance</i> ◇ Use imagination to find different ways of using apparatus ◇ Say when a movement or skill is performed well (aesthetic appreciation) ◇ 	<ul style="list-style-type: none"> ◇ 	<ul style="list-style-type: none"> ◇ 	<ul style="list-style-type: none"> ◇ <i>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance</i> ◇ ◇ <i>Be aware of extension, body tension and control</i> ◇ 	<ul style="list-style-type: none"> ◇ <i>Know how gymnastics promotes strength, power and suppleness</i>

Dance							
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Skills						
Movement	<ul style="list-style-type: none"> ◇ Move freely and with pleasure and confidence in a range of ways ◇ Experiment with different ways of moving ◇ Negotiate space safely ◇ Movement skills with developing strength, balance and co-ordination showing increasing control and grace ◇ Follow instructions involving several ideas or actions 	<ul style="list-style-type: none"> ◇ Learn basic movements relating to feelings ◇ Move bodies in a variety of ways ◇ Begin to use counts ◇ Copy, remember and repeat actions ◇ Move confidently and safely ◇ Use different parts of the body in isolation and together ◇ Vary the speed of their actions 	<ul style="list-style-type: none"> ◇ Copy, remember, repeat and create dance phrases ◇ Work with a partner using mirroring and unison in our actions 	<ul style="list-style-type: none"> ◇ Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement ◇ Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships ◇ Learn a variety of travels, gestures, turns, jumps and balances with good composure and control 	<ul style="list-style-type: none"> ◇ Explore and create characters and narratives in response to a range of stimuli ◇ Develop basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control ◇ Respond imaginatively to a range of stimuli relating to character and narrative ◇ Demonstrate rhythm and spatial awareness 	<ul style="list-style-type: none"> ◇ Change and refine the way they use actions, dynamics, relationships and space in my dance ◇ Lead a group through short warm-up routines ◇ Begin to vary dynamics and develop actions and motifs in response to stimuli ◇ Demonstrate rhythm and spatial awareness 	<ul style="list-style-type: none"> ◇ Changing the dynamics, space and relationships ◇ Lead a small group through a short warm-up routine ◇ Refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters ◇ Use dramatic expression in dance movements and motifs ◇ Show a change of pace and timing in their movements
Composition	<ul style="list-style-type: none"> ◇ Combine movements, selecting actions in response to the task ◇ Change the speed of their actions and style of their movements ◇ Create a short movement phrase which demonstrates their own ideas 	<ul style="list-style-type: none"> ◇ Learn what makes a good start and finish position in a sequence ◇ Choose appropriate movements for different dance ideas ◇ Put a sequence of actions together to create a motif ◇ Use simple choreographic devices such as unison, canon and mirroring ◇ Begin to improvise independently to create a simple dance 	<ul style="list-style-type: none"> ◇ Create a short motif inspired by a stimulus ◇ Change the speed and level of their actions ◇ Use simple choreographic devices such as unison, canon and mirroring ◇ Use different transitions within a dance motif 	<ul style="list-style-type: none"> ◇ Work with a partner and in a small group, sharing ideas ◇ Begin to improvise with a partner to create a simple dance ◇ Improvise on their own ◇ Create motifs from different stimuli ◇ Create short dance phrases that communicate the idea ◇ Explore dynamics to develop actions and motifs ◇ Begin to compare and adapt movements and motifs to create a larger sequence 	<ul style="list-style-type: none"> ◇ Compose short dances with clear start, middle and end on their own, partners and in groups ◇ Use changes in timing and spacing to develop a dance ◇ Use simple movement patterns to structure dance phrases on my own, with a partner and in a group ◇ Identify and repeat the movement patterns and actions of a chosen dance style ◇ Compose a dance that reflects the chosen dance style ◇ Confidently improvise with a partner or on their own 	<ul style="list-style-type: none"> ◇ Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group ◇ Explore and experiment imaginatively with a stimulus for a given audience ◇ Choreograph more complex routines with clear sections, starting to use unison, canon, repetition ◇ Use counts when choreographing to stay in time with others and the music ◇ Compose a dance that reflects the chosen dance style 	<ul style="list-style-type: none"> ◇ Explore, improvise and combine movement ideas fluently and effectively ◇ Compose more complex routines with clear sections, using unison, canon, repetition ◇ Choreograph a dance and work safely using a prop ◇ Work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances ◇ Combine flexibility, techniques and movements to create a fluent sequence

Performance	<ul style="list-style-type: none"> ◇ Complete simple sequences to different stimulus ◇ Perform in front of others ◇ Begin to use dynamics and expression with guidance ◇ Begin to count to music 	<ul style="list-style-type: none"> ◇ Respond to different music showing a range of emotions and stimulus ◇ Perform dance movements and simple sequences using simple movement patterns ◇ Be taught to remember and perform short dance routines to other children (1-8 steps) ◇ Show some sense of dynamic and expressive qualities in their dance 	<ul style="list-style-type: none"> ◇ Perform dances using simple movement patterns with a clear start middle and end ◇ On their own, remember and perform short dance routines to other children (1-8 steps) ◇ Use counts to stay in time with the music 	<ul style="list-style-type: none"> ◇ Perform with some awareness of rhythm and expression ◇ Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps ◇ Repeat, remember and perform a dance phrase ◇ Use counts to keep in time with a partner and group 	<ul style="list-style-type: none"> ◇ Remember and perform a longer dance routine to others (8-20steps) ◇ Copy and remember set choreography ◇ Use counts to keep in time with others and the music ◇ 	<ul style="list-style-type: none"> ◇ Remember and perform a dance routine to any audience with 20+ steps ◇ Accurately copy and repeat set choreography ◇ Confidently perform different styles of dance, clearly and fluently 	<ul style="list-style-type: none"> ◇ Remember and perform a dance routine to any audience with 20+ steps ◇ Perform dances confidently and fluently with accuracy and good timing ◇ Demonstrate strong and controlled movements throughout a dance sequence ◇ Move rhythmically and accurately in dance sequences ◇ Dance with fluency and control, linking all movements and ensuring that transitions flow
Evaluation	<ul style="list-style-type: none"> ◇ Show respect towards others when providing feedback 	<ul style="list-style-type: none"> ◇ Say what they liked about someone else's performance 	<ul style="list-style-type: none"> ◇ Evaluate and improve a dance performance by recording and viewing their rehearsals ◇ Begin to provide feedback using key words 	<ul style="list-style-type: none"> ◇ Be respectful of others when watching them perform ◇ Provide feedback using key words 	<ul style="list-style-type: none"> ◇ Change parts of a dance as a result of self-evaluation ◇ Provide feedback using appropriate language relating to the lesson 	<ul style="list-style-type: none"> ◇ Change parts of a dance as a result of self-evaluation ◇ Suggest ways to improve their own and other people's work using key terminology 	<ul style="list-style-type: none"> ◇ Modify some elements of a sequence as a result of self and peer evaluation ◇ Use appropriate language to evaluate and refine their own and others' work
Knowledge							
	<ul style="list-style-type: none"> ◇ Learn what makes a good start position in a sequence ◇ Begin to work with others to share ideas and select actions 	<ul style="list-style-type: none"> ◇ Learn what makes a good start and finish position in a sequence ◇ Work with others to share ideas and select actions 	<ul style="list-style-type: none"> ◇ Use a range of vocabulary to describe moods and how dances make them feel ◇ Know what makes a good start and finish position in a sequence 	<ul style="list-style-type: none"> ◇ Begin to use understanding of how a dance is created to choreograph a short sequence 	<ul style="list-style-type: none"> ◇ With support, understand how a dance is formed and performed 	<ul style="list-style-type: none"> ◇ Begin to understand how a dance is formed and performed ◇ With support, know how to improve their dance through dance features 	<ul style="list-style-type: none"> ◇ Understand how a dance is formed and performed ◇ Know how to improve their dance through dance features

Yoga					
	EYFS	Year 1	Year 2	Year 3/ Year 4	Year 5/ Year 6
Skill					
	<ul style="list-style-type: none"> ◇ Remember and repeat actions, linking poses together ◇ Include changes of dynamics ◇ work with others to create poses 	<ul style="list-style-type: none"> ◇ Copy, remember and repeat yoga flows Include changes of dynamics ◇ Move from one pose to another thinking about their breath ◇ Use clear shapes when performing poses ◇ Work with others to create simple flows showing some control 	<ul style="list-style-type: none"> ◇ Copy and link yoga poses together to create a short flow ◇ Move from one pose to another in time with their breath ◇ Work with others to create a flow including a number of poses ◇ Show some stability when holding yoga poses 	<ul style="list-style-type: none"> ◇ Link poses together to create a yoga flow ◇ Transition from pose to pose in time with breathing ◇ Demonstrate yoga poses which show clear shapes ◇ Show increasing control and balance when moving from one pose to another ◇ Develop strength, technique and flexibility through performances ◇ Include changes of dynamics 	<ul style="list-style-type: none"> ◇ Be confident to lead others through demonstrating poses and teaching them to flow ◇ Create a yoga flow working safely with a partner ◇ Move with control from one pose to another demonstrating good balance ◇ Show strength and flexibility whilst holding yoga poses ◇ Use breathing to transition from one pose to another with control ◇ Use yoga poses to improve flexibility, strength and balance
Knowledge					
	<ul style="list-style-type: none"> ◇ <i>Recognise how yoga makes them feel physically and mentally</i> 	<ul style="list-style-type: none"> ◇ <i>Develop strength, technique and flexibility through performances</i> ◇ <i>Include changes of dynamics</i> 	<ul style="list-style-type: none"> ◇ <i>Describe how yoga makes them feel</i> 	<ul style="list-style-type: none"> ◇ <i>Describe how yoga makes them feel and talk about the benefits of yoga</i> 	<ul style="list-style-type: none"> ◇ <i>Identify how different activities can benefit their physical health</i> ◇ <i>Choose poses which link easily from one to the other to help their sequence flow</i>

Athletics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills							
Running	<ul style="list-style-type: none"> ◇ Run in different ways for a variety of purposes 	<ul style="list-style-type: none"> ◇ Beginning to show balance and co-ordination when changing direction ◇ Vary their pace and speed when running ◇ Run with a basic technique over different distances ◇ Jog/ sprint in a straight line 	<ul style="list-style-type: none"> ◇ Show balance and co-ordination when running at different speeds ◇ Run at different paces, describing the different paces ◇ Use a variety of different stride lengths ◇ Travel at different speeds ◇ Begin to select the most suitable pace and speed for distance ◇ Complete an obstacle course ◇ Run with basic techniques following a curved line 	<ul style="list-style-type: none"> ◇ Use key points to help me to improve my sprinting technique ◇ Take part in a relay activity, remembering when to run and what to do ◇ Focus on their arm and leg action to improve sprinting technique ◇ Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run ◇ Adjust running paces smoothly 	<ul style="list-style-type: none"> ◇ Demonstrate the difference in sprinting and jogging techniques ◇ Demonstrate an improved technique for sprinting ◇ Select preferred starting position ◇ Carry out an effective sprint finish ◇ Perform a relay, focusing on the baton changeover technique ◇ Develop a fluent changeover from a sprint start 	<ul style="list-style-type: none"> ◇ Perform a three point start consistently and confidently ◇ Carry out an effective sprint start ◇ Identify their reaction times when performing a sprint start ◇ Accelerate from a variety of starting positions ◇ Confidently and independently select the most appropriate pace for different distances and different parts of a run 	<ul style="list-style-type: none"> ◇ Select and apply the best pace for a running event ◇ Accelerate to pass other competitors ◇ Build up speed quickly for a sprint finish ◇ Work as a team to competitively perform a relay
Hurdles				<ul style="list-style-type: none"> ◇ Begin to combine running with jumping over hurdles 	<ul style="list-style-type: none"> ◇ Combine running with jumping over hurdles 	<ul style="list-style-type: none"> ◇ Combine running and jumping over hurdles, using most confident leg 	<ul style="list-style-type: none"> ◇ Confidently use preferred leg when running over hurdles
Throwing	<ul style="list-style-type: none"> ◇ Roll equipment in different ways ◇ Throw underarm ◇ Throw an object at a target 	<ul style="list-style-type: none"> ◇ Develop overarm throwing ◇ Throw a ball towards a target with increasing accuracy ◇ Improve the distance they can throw by using more power 	<ul style="list-style-type: none"> ◇ Throw different types of equipment in different ways, for accuracy and distance ◇ Throw with accuracy at targets of different heights ◇ Use an overarm throw to help me to throw for distance 	<ul style="list-style-type: none"> ◇ Throw with greater control and accuracy ◇ Throw a variety of objects, changing my action for accuracy and distance ◇ Show increasing control in their over arm throw ◇ Perform a push throw ◇ Continue to develop techniques to throw for increased distance 	<ul style="list-style-type: none"> ◇ Perform a pull throw ◇ Continue to develop techniques to throw for increased distance ◇ Throw with some accuracy and power to a target area 	<ul style="list-style-type: none"> ◇ Perform a fling throw ◇ Throw a variety of implements using a range of throwing techniques ◇ Continue to develop techniques to throw for increased distance ◇ Show accuracy and power when throwing for distance 	<ul style="list-style-type: none"> ◇ Develop the technique for the push, pull and fling throw and support others in improving their performance ◇ Show accuracy and good technique when throwing for distance
Jumping	<ul style="list-style-type: none"> ◇ Jump in a range of ways, landing safely 	<ul style="list-style-type: none"> ◇ Choose a jump which allows them to jump the furthest ◇ Perform different types of jumps: ◇ Perform a short jumping sequence ◇ Jump as high/ far as possible ◇ Land safely and with control 	<ul style="list-style-type: none"> ◇ Jump and land with control ◇ Perform and compare different types of jumps ◇ Combine different jumps together with some fluency and control ◇ Jump for distance from a standing position with accuracy and control ◇ Investigate the best 	<ul style="list-style-type: none"> ◇ Use different take off and landings when jumping ◇ Use one and two feet to take off and to land with ◇ Develop an effective take-off for the standing long jump ◇ Develop an effective flight phase for the 	<ul style="list-style-type: none"> ◇ Jump for distance with balance and control ◇ Learn how to combine a hop, step and jump to perform the standing triple jump ◇ Land safely and with control 	<ul style="list-style-type: none"> ◇ Show control at take-off and landing in jumping activities ◇ Improve techniques for jumping for distance ◇ Perform the standing triple jump with increased confidence ◇ Develop an effective technique for the running long jump, 	<ul style="list-style-type: none"> ◇ Develop the technique for running long jump ◇ Maintain control at each of the different stages of the triple jump ◇ Land safely and with control ◇ Perform and apply different types of jumps in other contexts

			jumps to cover different distances	standing long jump		including take-off and flight	
Overall Skills	Participate in Sports day	Participate in Sports day	Participate in Sports day	Participate in Sports day	Participate in Sports day	Participate in Sports day	◇ Participate in Sports day
Knowledge							
	◇ Know how to try their best	◇ Know how to work with others and make safe choices ◇ Try their best and give feedback to others ◇ Understand the difference between a jump, a leap and a hop	◇ Investigate ways to alter their throwing technique to achieve greater distance ◇ Work with others, taking turns and sharing ideas ◇ Identify good technique	◇ Identify when they were successful ◇ Show determination to achieve personal best ◇ Identify and demonstrate how different techniques can affect performance ◇ Identify and demonstrate stamina, explaining its importance for runners	◇ Measure the distance of their throws ◇ Identify when I was successful and what I need to do to improve ◇ Show determination to improve personal best ◇ Support and encourage others to work to their best	◇ Measure and record the distance of their throws ◇ Take on the role of coach, official and timer when working in a group ◇ Persevere to achieve my personal best	◇ Accurately measure and record the distance of their throws ◇ Help others to improve their technique using key teaching points ◇ Identify own and others' strengths and areas for development Use different strategies to persevere to achieve their personal best

Striking and Fielding

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills							
Throwing and Catching	<ul style="list-style-type: none"> ◇ Roll equipment in different ways ◇ Throw over and under arm in a general direction ◇ Catch a variety of sized balls when bounced or thrown ◇ Catch equipment using two hands 	<ul style="list-style-type: none"> ◇ Field a ball using under and over arm throwing ◇ Track a ball that is coming towards me ◇ Throw underarm and overarm ◇ Catch and bounce a ball ◇ Use rolling skills in a game ◇ Practise accurate throwing and consistent catching 	<ul style="list-style-type: none"> ◇ Pass and receive a ball in different ways with control and increased accuracy ◇ Develop underarm and overarm throwing skills ◇ Perform fielding techniques with increased control and co-ordination ◇ Throw different types of equipment in different ways, for accuracy and distance ◇ Throw, catch and bounce a ball with a partner 	<ul style="list-style-type: none"> ◇ Throw and catch with greater control and accuracy ◇ Practise the correct technique for catching a ball and use it in a game ◇ Perform a range of catching and gathering skills with control ◇ Catch with increasing control and accuracy 	<ul style="list-style-type: none"> ◇ Throw and catch a balls at different speeds, directions and heights ◇ Develop different ways of throwing and catching 	<ul style="list-style-type: none"> ◇ Consolidate different ways of throwing and catching, and know when each is appropriate in a game ◇ Develop a safe and effective overarm bowl 	<ul style="list-style-type: none"> ◇ Throw and catch accurately and successfully under pressure in a game ◇ Think about when to use an over and under arm throw
Striking	<ul style="list-style-type: none"> ◇ Strike a ball (self-bowled) in a general direction ◇ Hit a ball with a bat or racquet 	<ul style="list-style-type: none"> ◇ Strike a ball with control when shown ◇ Use hitting skills in a game ◇ Practise basic striking, sending and receiving ◇ Play simple games in small groups, applying rules and skills that have been taught 	<ul style="list-style-type: none"> ◇ Strike or hit a ball with increasing control ◇ Position the body to strike a ball ◇ Track a ball and collect it 	<ul style="list-style-type: none"> ◇ Demonstrate successful hitting and striking skills ◇ Develop a range of skills in striking (and fielding where appropriate) ◇ Practise the correct batting technique and use it in a game ◇ Strike the ball for distance 	<ul style="list-style-type: none"> ◇ Choose and use a range of simple tactics and strategies ◇ Keep, adapt and make rules for striking and fielding games 	<ul style="list-style-type: none"> ◇ Develop the range and consistency of their skills, especially in specific striking and fielding games (for example, striking a ball accurately to a static and moving partner at different distances) 	<ul style="list-style-type: none"> ◇ Hit a bowled ball over longer distances ◇ Use good hand-eye coordination to be able to direct a ball when striking or hitting ◇ Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding ◇ Develop and adapt striking and fielding skills to different heights, distances
Knowledge							
	<ul style="list-style-type: none"> ◇ Consolidate and develop the range and consistency of skills in striking and fielding games 	<ul style="list-style-type: none"> ◇ Know how to score points ◇ Understand the rules, and begin to use these to play honestly and fairly ◇ Understand when I am successful 	<ul style="list-style-type: none"> ◇ Know and use simple tactics ◇ Know how to score points and remember the score ◇ Understand the rules of the game 	<ul style="list-style-type: none"> ◇ Consolidate and develop the range and consistency of skills in striking and fielding games 		<ul style="list-style-type: none"> ◇ 	<ul style="list-style-type: none"> ◇

Cricket

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Skills to be covered through Fundamentals and Ball Skills</i>	<i>Skills to be covered through Fundamentals and Ball Skills</i>	<i>Skills to be covered through Fundamentals and Ball Skills</i>	<ul style="list-style-type: none"> ◇ Bowl a ball towards a target ◇ Begin to strike a bowled ball after a bounce ◇ Use overarm and underarm throwing, and catching skills ◇ Develop an understanding of tactics and begin to use them in game situations ◇ Learn the rules of the game and begin to use them honestly 	<ul style="list-style-type: none"> ◇ Bowl a ball with some accuracy and consistency ◇ Strike a bowled ball after a bounce ◇ Use overarm and underarm throwing, and catching skills with increasing accuracy ◇ Learn the rules of the game, and begin to use them to play honestly and fairly ◇ Communicate with teammates to apply simple tactics 	<ul style="list-style-type: none"> ◇ Developing a wider range of skills and begin to use these under some pressure ◇ Hold all equipment correctly depending on the shot being used <p>CHECK</p>	<ul style="list-style-type: none"> ◇ Select the appropriate action for the situation ◇ Strike a bowled ball with increasing consistency and accuracy ◇ Use a wider range of fielding skills with increasing control under pressure ◇ Use the rules of the game consistently to play fairly ◇ Understand and apply some tactics in the game as a batter, bowler and fielder

Rounders

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Skills to be covered through Fundamentals and Ball Skills</i>	<i>Skills to be covered through Fundamentals and Ball Skills</i>	<i>Skills to be covered through Fundamentals and Ball Skills</i>	<ul style="list-style-type: none"> ◇ Bowl a ball towards a target ◇ Begin to strike a bowled ball ◇ Use overarm and underarm throwing and catching skills ◇ Develop an understanding of tactics and begin to use them in game situations ◇ Learn the rules of the game and begin to use them 	<ul style="list-style-type: none"> ◇ Bowl a ball with some accuracy and consistency ◇ Strike a bowled ball with adapted equipment (e.g. a tennis racket). ◇ Use overarm and underarm throwing and catching skills with increasing accuracy ◇ Learn the rules of the game and begin to use them to play honestly and fairly ◇ Communicate with teammates to apply simple tactics 	<ul style="list-style-type: none"> ◇ Begin to strike a ball with a rounder's bat ◇ Develop a wider range of fielding skills and begin to use these under some pressure ◇ Understand the need for tactics and can identify when to use them in different situations ◇ Understand the rules of the game and I can apply them honestly most of the time 	<ul style="list-style-type: none"> ◇ Strike a bowled ball with increasing consistency ◇ Use a wider range of skills with increasing control under pressure ◇ Use the rules of the game consistently to play fairly ◇ Work collaboratively with others to get batters out ◇ Understand and can apply some tactics in the game as a batter, bowler and fielder

Golf

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<i>Skills to be covered through Fundamentals and Ball Skills</i>	<i>Skills to be covered through Fundamentals and Ball Skills</i>	<i>Skills to be covered through Fundamentals and Ball Skills</i>	<ul style="list-style-type: none"> ◇ Begin to hold equipment correctly ◇ Strike the ball with some accuracy ◇ Work on my own, with a partner and as a team ◇ Mostly have the correct stance for putting ◇ Show balance when striking the ball ◇ Understand the aim of the game 	<ul style="list-style-type: none"> ◇ Hold all equipment correctly. ◇ Show how to aim using a putting club ◇ Strike a ball with increasing consistency. ◇ Use different actions for different shots 	<ul style="list-style-type: none"> ◇ Develop a wider range of skills and begin to use these under some pressure ◇ Hold all equipment correctly depending on the shot being used ◇ Identify different areas of the golf course ◇ Understand there are different skills for different situations and begin to use these 	<ul style="list-style-type: none"> ◇ Identify different areas of the golf course ◇ Show control of distance when chipping and putting ◇ Use a wider range of skills with increasing control under pressure
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Net and Wall

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ◇ Demonstrate good control and co-ordination in large and small movements 	<ul style="list-style-type: none"> ◇ Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3 ◇ Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton) 	<ul style="list-style-type: none"> ◇ Use their skills to play end to end games, games over a barrier and fielding games 	<ul style="list-style-type: none"> ◇ Hit the ball with a racket ◇ Use different shots ◇ Vary strength, length and direction of throw ◇ Know how they make it difficult for opponent to receive ball ◇ Understand attack and defence tactics. ◇ Understand rules about the games 	<ul style="list-style-type: none"> ◇ Play games using throwing and catching skills ◇ Vary strength, length and direction of throw. ◇ Understand how they can make it difficult for opponent to receive ball. ◇ Understand where to stand when receiving ◇ Use a bat or racquet to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball 	<ul style="list-style-type: none"> ◇ Hold and swing racket ◇ Know where to stand on the court when hitting, catching and receiving ◇ Hit the ball on both sides of the body and above head ◇ Use different types of shots during a game ◇ Improve accuracy 	<ul style="list-style-type: none"> ◇ Devise a scoring system. ◇ Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball ◇ Know where to stand when attacking and defending

Badminton							◇ Select the appropriate action for the situation and make this decision quickly
Volleyball						◇ Use the rules to referee a game ◇ Understand there are different skills for different situations and begin to use these	◇ Confident to make decisions when refereeing ◇ Select the appropriate action for the situation and make this decision quickly ◇ Use a wider range of skills with increasing control under pressure

Tennis

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent	defend space on my court using the ready position. I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent.		◇ Use a bat or racquet to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball	◇ Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	

Health and Fitness

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and	◇ Describe how the body	◇ Describe how the body	◇ Recognise and describe	◇ Recognise and describe	◇ Describe how the body	◇ Know and understand	◇ Understand the

Fitness	<p>feels when still and when exercising</p> <p>Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe</p>	<p>feels before, during and after exercise</p> <ul style="list-style-type: none"> ◇ Carry and place equipment safely Talk about what our bodies do during exercise e.g breathing Practice skills to make them warmer and cooler before and after exercise 	<p>how the body feels during and after different physical activities</p> <ul style="list-style-type: none"> ◇ Explain what they need to stay healthy Talk about what our bodies do during exercise e.g breathing ,start to find their pulse Practice skills to make them warmer and cooler before and after exercises 	<p>the effects of exercise on the body.</p> <ul style="list-style-type: none"> ◇ Know the importance of strength and flexibility for physical activity. ◇ Explain why it is important to warm up and cool down. Keep up an activity over a period of time and know what they need to warm up and cool down for dance 	<p>reacts at different times and how this affects performance.</p> <ul style="list-style-type: none"> ◇ Explain why exercise is good for your health. ◇ Know some reasons for warming up and cooling down. ◇ Learn some of the main muscles groups during warm up and cool down. ◇ Start to take their pulse before, during and after exercise and explain the effect. ◇ Know a warm routine involving dynamic stretches , led by an adult or child. 	<p>the reasons for warming up and cooling down.</p> <ul style="list-style-type: none"> ◇ Explain some safety principles when preparing for and during exercise. ◇ Take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body ◇ Start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises. ◇ Understand why exercise is good for their fitness, health and well-being 	<p>importance of warming up and cooling down.</p> <ul style="list-style-type: none"> ◇ Carry out warm-ups and cool-downs safely and effectively. ◇ Understand why exercise is good for health, fitness and wellbeing. ◇ Know ways they can become healthier. ◇ Know some ideas for warm up exercises and routines. Know what makes a good warm up. ◇ Know what clothing and footwear is best to wear. ◇ Take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. ◇ Value of exercise outside of school day. ◇ Understand why exercise is good for fitness, health and wellbeing.
Fitness		<ul style="list-style-type: none"> ◇ Recognise changes in my body when I do exercise ◇ Share my ideas with other people in the class ◇ Talk about what exercise does to my body ◇ Recognise how exercise makes me feel ◇ Try my best in the challenges I am set ◇ Understand why it is important to warm up 	<ul style="list-style-type: none"> ◇ Describe how my body feels during exercise ◇ Show hopping and jumping movements with some balance and control ◇ Persevere with new challenges ◇ Show determination to continue working over a longer period of time ◇ Understand that running at a slower speed will allow me to run for a longer period of time ◇ Work with others to turn a rope and encourage others to jump at the right time 	<ul style="list-style-type: none"> ◇ Collect and record my scores, recognising my strengths ◇ Complete exercises with control ◇ Persevere when I find a challenge hard ◇ Provide feedback using key words ◇ Use key points to help me to improve my sprinting technique ◇ Work safely with others ◇ Show balance when changing direction ◇ Understand that there are different areas of fitness 	<ul style="list-style-type: none"> ◇ Collect and record my scores and identify areas I need to improve ◇ Use key points to help me to improve my sprinting technique ◇ Share ideas and work with others to manage activities ◇ Show balance when changing direction at speed ◇ Show control when completing activities to improve balance ◇ Show determination to continue working over a period of time ◇ Understand there are different areas of fitness and that each area challenges my 	<ul style="list-style-type: none"> ◇ Analyse my fitness scores to identify areas for improvement ◇ Choose the best pace for a running event and maintain speed ◇ Encourage and motivate others to work to their personal best ◇ Identify how different activities can benefit my physical health ◇ Work with others to manage activities ◇ Understand the different components of fitness and how to test them ◇ Understand what my maximum effort looks and feels like and I am determined to achieve 	<ul style="list-style-type: none"> ◇ Change my running technique to adapt to different distances ◇ Collect, record and analyse scores to identify areas where I have made the most improvement ◇ Work with others to organise, manage and record information at a station ◇ Encourage and motivate others to work to their best ◇ Understand that there are different areas of fitness and how this helps me in different activities ◇ Understand the different components of fitness and ways to test

					body differently	it	and develop them ◇ Work to my maximum consistently when presented with challenges
Swimming	All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: ◇ Swim competently, confidently and proficiently over a distance of at least 25 metres. ◇ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.						
	◇ Talk about what they have done ◇ Talk about what others have done	◇ I can float on my front and back. I can move and submerge confidently in the water. I can swim over a distance of 10m with a buoyancy aid. I can explain a pool rule that helps me to stay safe. I know and can demonstrate what to do if I fall into water .	◇ I can float on my front and back. I can roll from my front to my back and then regain a standing position. I can glide on both front and back. I know several pool rules and can explain how they help me to stay safe. I can demonstrate what to do if I fall into water . I can swim over a distance of 10m unaided. I can begin to use arms and legs together to move effectively across the water.		◇ Swim competently, confidently and proficiently over a distance of at least 25 metres ◇ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ◇ Perform safe self-rescue in different water-based situations ◇ Swim competently, confidently and proficiently over a distance of at least 25 metres ◇ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ◇ Perform safe self-rescue in different water-based situations		◇ Swim competently, confidently and proficiently over a distance of at least 25 metres ◇ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ◇ Perform safe self-rescue in different water-based situations ◇ Swim competently, confidently and proficiently over a distance of at least 25 metres ◇ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations

Using Space	<ul style="list-style-type: none"> ◇ Move safely around the space and equipment ◇ Travel in different ways, including sideways and backwards ◇ Move freely using suitable spaces and speed or direction to avoid obstacles 	<ul style="list-style-type: none"> ◇ Use different ways of travelling in different directions or pathways ◇ Run at different speeds ◇ Begin to use space in a game 	<ul style="list-style-type: none"> ◇ Use different ways of travelling at different speeds and following different pathways, directions or courses ◇ Change speed and direction whilst running ◇ Begin to choose and use the best space in a game 	<ul style="list-style-type: none"> ◇ Find a useful space and get into it to support teammates 	<ul style="list-style-type: none"> ◇ Make the best use of space to pass and receive the ball 	<ul style="list-style-type: none"> ◇ Demonstrate an increasing awareness of space 	<ul style="list-style-type: none"> ◇ Demonstrate a good awareness of space
Compete/ Perform	<ul style="list-style-type: none"> ◇ Participate in simple games ◇ Begin to perform learnt skills 	<ul style="list-style-type: none"> ◇ Perform using a range of actions and body parts with some coordination ◇ Begin to perform learnt skills with some control ◇ Engage in competitive activities and team games 	<ul style="list-style-type: none"> ◇ Perform learnt skills with increasing control ◇ Compete against self and others 	<ul style="list-style-type: none"> ◇ Develop the quality of the actions in their performances Perform learnt skills and techniques with control and confidence Compete against self and others in a controlled manner 	<ul style="list-style-type: none"> ◇ Perform and apply skills and techniques with control and accuracy Take part in a range of competitive games and activities 	<ul style="list-style-type: none"> ◇ Consistently perform and apply skills and techniques with accuracy and control Take part in competitive games with a strong understanding of tactics and composition 	<ul style="list-style-type: none"> ◇ Perform and apply a variety of skills and techniques confidently, consistently and with precision Take part in competitive games with a strong understanding of tactics and composition
Evaluating				<ul style="list-style-type: none"> ◇ Reflect on when and why I was successful at solving challenges and am beginning to understand why ◇ Provide feedback using key words 	<ul style="list-style-type: none"> ◇ Reflect on when and why I was successful at solving challenges ◇ Evaluate how successful their tactics have been, use appropriate language to describe performance ◇ Identify what they do that makes things difficult for their opponents ◇ Provide feedback using key terminology and understand what I need to do to improve 	<ul style="list-style-type: none"> ◇ Watch and evaluate games/ performances ◇ Identify aspects that are going well and parts that need improving ◇ Suggest what they need to practise and how to improve 	<ul style="list-style-type: none"> ◇ Recognise my own and others strengths and areas for development and can suggest ways to improve.