



Games and Fundamental Movement Skills



	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
Aims of Games/ Fundamental Movement Skills	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Development matters 21</u> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in games, developing simple tactics.</p> <p>Children develop basic game playing skill, in particular throwing and catching. They play games based on net games and striking and fielding games, They have an opportunity to play one against one, one against two and one against three.</p> <p>Perform fundamental movement skills</p>	<p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Children develop basic game playing skill, in particular throwing and catching.</p> <p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p>	<p>Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Children will improve and apply their basic FMS in games. They also develop an early understanding of simple concepts of attack; avoiding and outwitting opponents.</p> <p>Perform fundamental movement skills at a developing level and start to</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.</p> <p>Children continue to learn simple attacking tactics using a range of equipment and sport specific skills.</p> <p>They will play small, uneven-</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Children continue to learn simple attacking tactics using a range of equipment and sport specific skills.</p> <p>They will play small, uneven-sided games where they will begin to enter their opponent's territory with the ball and try to get into good positions for scoring.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Children will learn how to work well as a team when attacking and explore a range of ways to defend. They play uneven-sided games leading to 5v4 or 4v3.</p> <p>Children also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Children will improve their defending and attacking play.</p> <p>They start to play even-sided mini versions of invasion games.</p> <p>The children enter their opponent's territory with the ball and try to get into good positions for scoring.</p> <p>Perform sport specific techniques with consistency, accuracy, confidence, control and speed.</p>

		at a developing level: travelling skills, sending skills and receiving skills.	Perform fundamental movement skills at a developing level and start to master some basic movements in: travelling skills, sending skills and receiving skills.	master some basic movements in: travelling skills, sending skills and receiving skills.		sided games where they will begin to enter their opponent's territory with the ball and try to get into good positions for scoring.			
Progression in Skills		<u>Travelling Skills:</u> Side gallop Running <u>Sending Skills:</u> Rolling a ball Bouncing a ball Overarm throw Underarm throw <u>Receiving skills:</u> Catching a ball	<u>Travelling:</u> Side gallop Running Dodging <u>Sending skills:</u> Underarm throw Throw Strike a ball off a tee and with a drop feed Overarm throw <u>Receiving Skills:</u> Catching	<u>Travelling:</u> Side gallop Running Dodging <u>Sending skills:</u> Underarm throw Throw Strike a ball off a tee and with a drop feed Overarm throw <u>Receiving Skills:</u> Catching	<u>Travelling</u> running, dodging, <u>Sending</u> Chest pass Bounce pass One handed bounce pass <u>Receiving</u> Catching a ball.	<u>Travelling</u> running, dodging, dribbling <u>Sending</u> Chest pass Bounce pass One handed bounce pass <u>Receiving</u> Catching a ball.	<u>Travelling</u> running, dodging, dribbling <u>Sending</u> Chest pass Bounce pass One handed bounce pass Swing pass <u>Receiving</u> Catching a ball.	<u>Travelling</u> running, dodging, dribbling <u>Sending</u> Chest pass Bounce pass One handed bounce pass Shoulder pass Shooting <u>Receiving</u> Catching a ball.	<u>Travelling</u> running, dodging, dribbling <u>Sending</u> Chest pass Bounce pass One handed bounce pass Shoulder pass Shooting Swing pass Kicking the ball <u>Receiving</u> Catching a ball.
Knowledge		To use a simple tactic i.e. Pretend to throw one way then throw the other, Look one way and roll the ball the other	To use a simple tactic i.e. move into space to receive a ball. To pass a ball to a player in space. To throw the ball into space away	To throw the ball into space away from the opponent. To use a simple tactic i.e. Strike the ball away	- To know to move into space to receive a ball. To pass a ball to a player in space when playing an invasion games.	To know to move into space to receive a ball. To pass a ball to a player in space when playing an invasion games. To feint or disguise a pass a	To know to move into space to receive a ball. To feint or disguise a pass a ball to outwit a defender.	Attacking tactics – to use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. Defending Tactic – to close down space	Attacking tactics – to use a range of passes. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players Defending Tactic –

			from the opponent	from cones/fielders		ball to outwit a defender.			to close down space. To intercepting a pass.
Key Vocabulary	Run, chase, start, stop, team, tag, balance, safely, space, forwards, backwards, catch, throw, kick, roll, pass	Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring	Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring	Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring	Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting	Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting	Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting	Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play	Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play Defending Hitting Offside Pitch
Character Values		Determination concentration	Determination concentration	Cooperation honesty	honesty	Determination evaluation	Encouragement determination	Responsibility Decision making	Decision making evaluation

Athletics									
	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
Aims of athletics	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.	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.	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.	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.	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to		Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Continue to develop athletic specific	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Continue to develop athletic specific

	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.				achieve their personal best.		achieve their personal best.	skills and perform them with consistency, accuracy, confidence, control and speed.	skills and perform them with consistency, accuracy, confidence, control and speed.
Progression in Skills	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> •rolling •crawling •walking •jumping •running •hopping •skipping •climbing 	Running Hopping Rolling a ball Underhand throw Jumping	Running Hopping Rolling a ball Underhand throw Jumping for distance Underarm throw Overarm throw Push throw	Running Jumping for distance Underarm throw Overarm throw Push throw	Throwing (push, pull, sling) Hop, step and jump Combination of jumping actions	Throwing (push, pull, sling) Hop, step and jump Combination of jumping actions	Throwing (push, pull, sling) Hop, step and jump Combination of jumping actions	Throwing (push, pull, sling and heave) Jumping and landing in different ways Running for short and long distances Passing a baton in a relay	Throwing (push, pull, sling and heave) Jumping and landing in different ways Running for short and long distances Passing a baton in a relay
Knowledge		take part in simple challenges and competitions. They experiment with different ways of traveling, throwing and jumping.							
Key Vocabulary	Walk Jog Throw Target Jump Run Hop Skip Fast	Athletics, target, speed, take off, landing, underarm, obstacle, sprinting, pace	Y1 Athletics, target, speed, take off, landing, underarm, obstacle, sprinting, pace Y2	Distance, weight, height, fluency, javelin, technique, grip, stance, strike, power, accuracy	Rotation, relay, estimating, exchange, shuffle run up	Y3 Rotation, relay, estimating, exchange, shuffle run up Y4 Muscles, propel, long jump, high jump	Y4 Muscles, propel, long jump, high jump	Tactic, triple jump, discus, crouching, phase, assisted, unassisted	Stamina, aerobic capacity, high intensity, sustain

			Distance, weight, height, fluency, javelin, technique, grip, stance, strike, power, accuracy						
Character Values		Cooperation encouragement	Cooperation Self belief	Cooperation self belief honesty	resilience	Resilience evaluation	evaluation	Self motivation determination	Self motivation determination

Net and wall games									
	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
Aims of net and wall games In net/wall games, players outwit their opponents by sending a ball (or other implement) towards a court or target area, which their opponent is defending.				participate in team games, developing simple tactics for attacking and defending look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.	play competitive games, modified where appropriate [for example, badminton, and tennis], and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate [for example, badminton, and tennis], and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate [for example, badminton, and tennis], and apply basic principles suitable for attacking and defending	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics
Progression in Skills				Demonstrate how to catch a ball Learn to hold a bat Strike a ball with some accuracy to a partner Apply a simple tactic to outwit an opponent	<ul style="list-style-type: none"> Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and above their heads. Play shots with reasonable accuracy. 	<ul style="list-style-type: none"> Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and above their heads. Play shots with reasonable accuracy. 	<ul style="list-style-type: none"> Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and above their heads. Play shots with reasonable accuracy. 	<ul style="list-style-type: none"> Keep a rally going that is not cooperative. Position themselves well on court. Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. Choose and use batting or 	<ul style="list-style-type: none"> Keep a rally going that is not cooperative. Position themselves well on court. Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. Choose and use batting or

								throwing skills to make the game hard for their opponents. ▪ Strike the ball accurately into spaces and different parts of the playing area.	throwing skills to make the game hard for their opponents. ▪ Strike the ball accurately into spaces and different parts of the playing area.
Knowledge				Use skills to be able galloping with rhythm and outwitting an opponent	To use a simple tactic i.e. directing the ball to a space to make it difficult for their opponent or choose a good place to stand when receiving the ball.	To use a simple tactic i.e. directing the ball to a space to make it difficult for their opponent or choose a good place to stand when receiving the ball.	To use a simple tactic i.e. directing the ball to a space to make it difficult for their opponent or choose a good place to stand when receiving the ball.		
Key Vocabulary				Opponent Tactic competitive	Ready position Underarm throw Overarm throw Hold a racket Strike a ball with a racket	Ready position Underarm throw Overarm throw Hold a racket Strike a ball with a racket	Ready position Underarm throw Overarm throw Hold a racket Strike a ball with a racket	Backhand, forehand, dropshot, grip, net, serve, return, rally, volley, umpire	Backhand, forehand, dropshot, grip, net, serve, return, rally, volley, umpire
Character Values				Self belief concentration	determination	Decision making evaluation	Decision making evaluation	Decision making evaluation	Decision making evaluation

Target and Creative games									
	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
Aims of target and creative games The aim of target games is to send an object usually a ball towards a target in an attempt to get the highest possible score by being closest. This requires accuracy and control.					Children will improve their FMS and start to understand how to design their own game.	Children will improve their FMS and start to understand how to design their own game.	children will learn how to apply simple tactics in a range of target games using a range of equipment	the children will learn how to apply simple tactics in a range of target games Continue to develop sport specific skills and perform with consistency, accuracy,	the children will apply their knowledge and understanding of invasion games from Year 5 and create their own games, which follows invasion games principles. Continue to develop

								confidence and control.	sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Progression in Skills					Dodging Catching Underhand throw Rolling a ball Overhand throw	Dodging Catching Underhand throw Rolling a ball Overhand throw Propelling a ball Rolling a ball Underarm throw	Dodging Catching Underhand throw Rolling a ball Overhand throw Propelling a ball Rolling a ball Underarm throw	One handed throw Catching Dodging	One handed throw Catching Dodging A range of sending and receiving skills
Knowledge					to apply tactics i.e. Throw near to the jack, block the jack and knock the opponents ball out of the way or away from the jack	to apply tactics i.e. Throw near to the jack, block the jack and knock the opponents ball out of the way or away from the jack	to apply tactics i.e. Keeping a ball to defend with •Communicate with team mates so 2 or more children throw balls at one opponent	to apply tactics i.e. Keeping a ball to defend with •Communicate with team mates so 2 or more children throw balls at one opponent	to know a range of tactics without the ball, with the equipment and to know a range of defending tactics.
Key Vocabulary					Coordination Control Target Putter Roll Strike hit	Coordination Control Target Putter Roll Strike Hit Tee Base Points technique	Coordination Control Target Putter Roll Strike Hit Tee Base Points technique	Coordination Control Target Putter Roll Strike Hit Tee Base Points Technique Accuracy Stance Pitch	Coordination Control Target Putter Roll Strike Hit Tee Base Points Technique Accuracy Stance Pitch
Character Values					Co-operation	Co operation Reflection Respect	Reflection Self discipline respect	Self-Discipline Respect	Decision making evaluation

Striking and fielding									
	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
Aims of striking and fielding In all games activities, children				▪ Striking a ball with a bat.	▪ Hit a ball off a tee.	▪ Hit a ball off a tee.	▪ Hit a ball off a tee.	Different ways of striking a ball using different	Different ways of striking a ball using different

think about how to use skills, strategies and tactics to outwit the opposition				<ul style="list-style-type: none"> Throw an object underarm (beanbag). Throw an object overarm look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. 	<ul style="list-style-type: none"> Different ways of striking a ball using different equipment (e.g. rounders, cricket). Retrieve, intercept and stop a ball when fielding. Identify what they do best and what they find difficult. 	<p>Different ways of striking a ball using different equipment (e.g. rounders, cricket)</p> <p>Retrieve, intercept and stop a ball when fielding.</p> <ul style="list-style-type: none"> Explain why a performance is good. 	<p>Different ways of striking a ball using different equipment (e.g. rounders, cricket)</p> <ul style="list-style-type: none"> Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. Choose and use batting or throwing skills to make the game hard for their opponents. Strike the ball accurately into spaces and different parts of the playing area. Direct the ball away from fielders using different angles and speeds. 	<p>equipment (e.g. rounders, cricket)</p> <ul style="list-style-type: none"> Catch a small ball with two hands. Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. Choose and use batting or throwing skills to make the game hard for their opponents. Strike the ball accurately into spaces and different parts of the playing area. Direct the ball away from fielders using different angles and speeds. Explain the tactics and skills that they are confident with and use well in games. 	<p>equipment (e.g. rounders, cricket)</p> <ul style="list-style-type: none"> Catch a small ball with two hands. Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. Choose and use batting or throwing skills to make the game hard for their opponents. Strike the ball accurately into spaces and different parts of the playing area. Direct the ball away from fielders using different angles and speeds. Recognise and describe the best points in an individuals and a team's performance.
Progression in Skills				<p>Overarm throw for distance</p> <p>Strike a ball for distance</p> <p>Strike a ball with accuracy for distance</p> <p>Play simple striking and fielding games</p>	<p>Bowl underarm</p> <p>Strike a ball off a tee</p> <p>Catch a ball</p> <p>Field a ball and return it quickly</p>	<p>Bowl underarm</p> <p>Strike a ball off a tee</p> <p>Catch a ball</p> <p>Perform a straight drive</p> <p>Field a ball and return it quickly</p>	<p>Bowl underarm</p> <p>Strike a ball off a tee</p> <p>Catch a ball</p> <p>Perform a straight drive</p> <p>Field a ball and return it quickly</p>	<p>Bowl underarm</p> <p>Strike a ball off a tee</p> <p>Strike a bowled ball</p> <p>Field a ball and throw back overarm</p>	<p>Bowl overarm</p> <p>Strike a bowled ball</p> <p>Field a ball and throw back overarm</p>

				using simple tactics					
Knowledge					Batters/Strikers Hit the ball into a space away from the fielders Fielders - judge where the ball is going to be hit and try and intercept it.	Batters/Strikers - run as quickly as possible and strike the ball into a space away from the fielders Fielders - judge where the ball is going to be hit and try and intercept it.	Batters/Strikers - run as quickly as possible and strike the ball into a space away from the fielders Fielders - judge where the ball is going to be hit and try and intercept it.	Batters – to run as quickly as possible to score To strike the ball into space away from the fielders. Fielders - Retrieve the hit object as quickly as possible to limit the number of runs scored	Batters – to run as quickly as possible to score To strike the ball into space away from the fielders. Fielders - Retrieve the hit object as quickly as possible to limit the number of runs scored
Key Vocabulary				Accuracy Striking Overarm throw Distance Fielding games	Fielding Bowler Wickets Striking Pitch Bowls Runs bat	Fielding Bowler Wickets Striking Pitch Bowls Runs bat	Fielding Bowler Wickets Striking Pitch Bowls Runs bat	Catch Fielder Short barrier Long barrier Boundary Overarm bowl Vertical bat shots Horizontal bat shots	Catch Fielder Short barrier Long barrier Boundary Overarm bowl Vertical bat shots Horizontal bat shots
Character Values				Honesty concentration	Communication Evaluation	Communication Evaluation	Communication Evaluation	Encouragement Decision Making Evaluation	Encouragement Decision Making Evaluation

Dance									
	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
Aims of Dance	Negotiate space and obstacles safely, with consideration for themselves and others;	Perform dances using simple movement patterns.	Perform dances using simple movement patterns.	Perform dances using simple movement patterns.	Perform dances using a range of movement patterns.	Perform dances using a range of movement patterns.	Perform dances using a range of movement patterns.	Perform dances using a range of movement patterns.	Perform dances using a range of movement patterns.
	Demonstrate strength, balance	Master basic movements of developing balance, agility	Master basic movements of developing balance, agility	Master basic movements of developing balance, agility	Compare their performances with previous ones and demonstrate	Compare their performances with previous ones and demonstrate	Compare their performances with previous ones and demonstrate	Compare their performances with previous ones and demonstrate improvement to	Compare their performances with previous ones and demonstrate improvement to

	<p>and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Combine different movements with ease and fluency.</p>	<p>and coordination.</p> <p>Children will use movements to explore and communicate ideas and issues, and their own thoughts and feelings.</p> <p>Perform fundamental movement skills at a developing level.</p> <p>Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Practice and repeat short dance phrases to be performed in a controlled way.</p>	<p>and coordination.</p> <p>Children will use movements to explore and communicate ideas and issues, and their own thoughts and feelings. Feelings and ideas linked to known characters.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <p>Perform basic body actions with control and coordination and show some sense and understanding of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Practice and repeat short dance phrases to be performed in a controlled way.</p> <p>Children will learn to use different parts of the body to</p>	<p>and coordination.</p> <p>Children will focus on creating and performing dances that communicate different moods, feelings and ideas.</p> <p>Children will learn to use different parts of the body to imitate and lead movements.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <p>They will create short dances individually and with a partner.</p> <p>Perform body actions with control and coordination and show an understanding of dynamic, expressive and rhythmic qualities in their own dance.</p>	<p>improvement to achieve their personal best.</p> <p>Develop technique, control and balance.</p> <p>Children perform dances, focusing on creating, adapting and linking a range of dance actions.</p> <p>They work with a partner and in small groups.</p> <p>Perform freely, translating ideas from a stimulus into movement clearly and with control.</p>	<p>improvement to achieve their personal best.</p> <p>Develop technique, control and balance.</p> <p>They work with a partner and in small groups, concentrating on combining and linking phrases of movement fluently and with control.</p> <p>Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment.</p>	<p>improvement to achieve their personal best.</p> <p>Develop technique, control and balance.</p> <p>They work with a partner and in groups, concentrating on combining and linking phrases of movement fluently and with control.</p> <p>Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment</p>	<p>achieve their personal best.</p> <p>Develop technique, control and balance.</p> <p>Children learn different styles of dance and focus on dancing with other people.</p> <p>They are encouraged to become more adventurous when improvising and exploring their ideas, developing their knowledge of how props, costume, design and music enrich dance.</p> <p>Perform different styles of dances clearly and fluently whilst adapting and refining the way they use weight, space and rhythm to express themselves.</p>	<p>achieve their personal best.</p> <p>Develop technique, control and balance.</p> <p>Children will focus on using different visual images as the starting point for composing, performing and watching dance.</p> <p>They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.</p> <p>Perform dances fluently and with control.</p>
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			imitate and lead movements. They will create short dances individually and with a partner. Remember and repeat movements showing greater control, coordination and spatial awareness.	Remember and repeat movements showing greater control, coordination and spatial awareness.					
Skills	Body Actions: <ul style="list-style-type: none"> Copy and explore basic body actions (Travel, Turn, Jump, Gesture and Stillness) from a range of stimuli. Copy simple movement patters. Show and tell using body actions to explore moods, ideas and feelings. Vary speed, strength, energy and tension of their movements. 				Performing: <ul style="list-style-type: none"> To perform dances expressively, using a range of performance skills. To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. To perform more complex dance phrases that communicates character and narrative. To perform in a whole class performance. Composing: <ul style="list-style-type: none"> To create movement using a stimulus. To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. To create and link dance phrases using a simple dance structure or motif. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively. Evaluation/Appreciation: <ul style="list-style-type: none"> To talk about how they might improve their dances. To describe and evaluate some of the compositional features of dances with a partner or in a group. To understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. 				
Knowledge		Know how to choose movements to	Know how to choose movements to	Know how to choose movements to					

		<p>make their own simple dance phrase with beginning, middle and ending.</p> <ul style="list-style-type: none"> Practice and repeat these short dance phrases so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling 	<p>make their own simple dance phrase with beginning, middle and ending.</p> <ul style="list-style-type: none"> Practice and repeat these short dance phrases so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling Remember and repeat movements showing greater control, coordination and spatial awareness. 	<p>make their own simple dance phrase with beginning, middle and ending.</p> <ul style="list-style-type: none"> Practice and repeat these short dance phrases so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling Remember and repeat movements showing greater control, coordination and spatial awareness. 					
Key Vocabulary	Gallop, shuffle, roll, crawl, fast, slow, lead, follow copy, share, wait, before, after, forwards, backwards, stretching, curling, reaching, twisting, turn, turning,	Travel Stillness Direction Space Body parts Levels Speed	Travel Stillness Direction Space Body parts Levels Speed	Travel Stillness Direction Space Body parts Levels Speed	+ Space Repetition Action and reaction Pattern	+ Space Repetition Action and reaction Pattern	+ Space Repetition Action and reaction Pattern	+ Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction	+ Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction
Character Values		gratitude	empathy	curiosity	Resilience Co-operation	communication	Encouragement Responsibility	Respect Co-operation	Resilience Empathy

Gymnastics									
	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
Aims of Gymnastics	Negotiate space and obstacles safely, with	Develop balance, agility	Develop balance, agility	Develop balance, agility	They will learn how to plan and perform actions	Develop flexibility, strength,	Develop flexibility, strength,	Develop flexibility, strength, technique, control and balance.	Develop flexibility, strength, technique, control and balance.

	<p>consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>and coordination.</p> <p>Children investigate movement, stillness and how to find and use space safely.</p> <p>They explore basic gymnastics actions on the floor and using apparatus.</p> <p>They copy or create, remember and repeat short movement phrases.</p> <p>Perform fundamental movement skills at a developing level in travelling skills.</p> <p>Perform body actions with some control and coordination.</p>	<p>and coordination.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in travelling skills.</p> <p>Perform body actions with some control and coordination.</p>	<p>and coordination.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in travelling skills.</p> <p>Perform body actions with control and coordination.</p>	<p>and sequences, and develop flow by linking actions smoothly.</p> <p>Master most fundamental skills from KS1 and start to develop sport specific skills, performing them with some accuracy and extension.</p>	<p>technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Children will focus on improving the quality of their movements to help them produce extensions.</p>	<p>technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Children will develop their skills with control and precision. They will extend their range of actions, balances, body shapes and agilities.</p> <p>The children will work in pairs using matching and mirroring.</p> <p>Master fundamental skills and start to develop sport specific skills, performing them with consistency, accuracy, and some control.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Children will develop a wide range of skills to use individually and in sequence with a partner.</p> <p>Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances.</p> <p>Develop skills and perform with consistency, accuracy, confidence and control.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Children use their knowledge of compositional principles to develop sequences that show an understanding on their audience.</p> <p>Children will plan and perform a sequence with a partner.</p> <p>They will choose their own apparatus and design a simple layout.</p> <p>Develop skills and perform with consistency, accuracy, confidence, control and speed.</p>
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Progression in Skills	Revise and refine the fundamental movement skills they have already acquired. <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	<p><u>Shape</u> Wide Thin</p> <p><u>Hand and feet Travels</u> Frog, bunny, crab, bear, caterpillar, crocodile and monkey.</p> <p><u>Feet Travels</u> Jog, skip, gallop, hop, walk forwards and backwards.</p> <p><u>Balancing</u> Front support, balance on 4 and 3 points, large body parts.</p> <p><u>Jumping and landing</u> 2-2 for height</p> <p><u>Rolling</u> Rocking on back, pencil and egg rolls.</p> <p><u>Apparatus</u></p>	<p><u>Shape</u> Wide, thin, dish, arch and tuck</p> <p><u>Hand and feet Travels</u> Frog, bunny, crab, bear, caterpillar, crocodile and monkey.</p> <p><u>Feet Travels</u> Jog, skip, gallop, hop, walk forwards and backwards.</p> <p><u>Balancing</u> Front support, balance on 4 and 3 points, large body parts.</p> <p><u>Jumping and landing</u> 2-2 for height</p> <p><u>Rolling</u> Rocking on back, pencil, egg rolls, dish roll, teddy/circle roll and forward roll.</p> <p><u>Apparatus</u></p>	<p><u>Shape</u> Wide, thin, dish, arch and tuck</p> <p><u>Hand and feet Travels</u> Frog, bunny, crab, bear, caterpillar, crocodile and monkey.</p> <p><u>Feet Travels</u> Jog, skip, gallop, hop, walk forwards and backwards.</p> <p><u>Balancing</u> Front support, balance on 4 and 3 points, large body parts.</p> <p><u>Jumping and landing</u> 2-2 for height</p> <p><u>Rolling</u> Rocking on back, pencil, egg rolls, dish roll, teddy/circle roll and forward roll.</p> <p><u>Apparatus</u></p>	<p><u>Travel</u> Feet and hands and feet</p> <p><u>Balance</u> Small body parts</p> <p><u>Jump</u> 2 foot jump and land</p> <p><u>Rolling</u> Basic rolls</p> <p><u>Apparatus</u></p>	<p><u>Travel</u> Feet and hands and feet</p> <p><u>Balance</u> Small body parts Large body parts, dish and arch, one foot balance</p> <p><u>Jump</u> 2 foot jump and land Different shapes when jumping and ¼ and ½ turns</p> <p><u>Rolling</u> Basic rolls</p> <p><u>Apparatus</u></p>	<p><u>Balance</u> Large body parts, dish and arch, one foot balance</p> <p><u>Jump</u> Different shapes when jumping and ¼ and ½ turns</p>	<p><u>Travel</u> Feet and hands and feet</p> <p><u>Balance</u> Partner balance (counter balance)</p> <p><u>Jump</u> Different ways of jumping and landing with shape</p> <p><u>Rolling</u> Basic rolls</p> <p><u>Apparatus</u></p>	<p><u>Travel</u> Feet and hands and feet</p> <p><u>Balance</u> Partner and group balance (counter balance)</p> <p><u>Jump</u> Different ways of jumping and landing with shape</p> <p><u>Rolling</u> Basic rolls</p> <p><u>Apparatus</u></p>
Knowledge		knowing how to create a gymnastic sequence on floor, mats and	knowing how to create a gymnastic sequence on floor, mats and	knowing how to create a gymnastic sequence on floor, mats and	children create a gymnastic sequence with six actions on	children create a gymnastic sequence with six actions on floor, mats and	Create a sequence of six skills, which must include one roll, one	children creating and performing a pair sequence on floor, mats and apparatus that includes three basic	children working in groups of four to six to create and perform a sequence that shows their knowledge of gymnastic actions and

		apparatus by linking two gymnastic shapes through rolling, travelling or jumping	apparatus by linking two or more gymnastic shapes through rolling, travelling, balancing or jumping	apparatus of four actions by linking a roll, a balance, a jump and travel.	floor, mats and apparatus.	apparatus, include one roll, one jump and one balance.	jump and one balance.	acrobatic balances (a part-weight bearing balance, counter-tension and a counterbalance) and up to six other actions.	compositional principles. The children develop their sequence on floor and mats before adapting it to incorporate apparatus.
Key Vocabulary	Tall Small Shape Hold Still Jump Hop Bounce Travel	Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow	Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow	Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow	stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance	stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance	Y4 stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance	Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation	Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation
Character Values		Self belief concentration	Self belief concentration	Courage concentration	Trust evaluation	Self motivation	Problem solving evaluation	Communication acceptance	Resourcefulness responsibility

Outdoor Adventure									
	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
Aims of outdoor adventure					Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team. Children develop their orienteering	Take part in outdoor and adventurous activity challenges both individually and within a team. Children will learn to read maps more

					<p>Children take part in simple trust and orientation activities using maps and diagrams.</p> <p>Children will learn to follow simple trails and use simple maps.</p> <p>Children will master most fundamental skills from KS1 and start to develop specific skills with some accuracy and extension.</p>	<p>Children take part in simple trust and orientation activities using maps and diagrams.</p> <p>Children will learn to follow simple trails and use simple maps.</p> <p>Children will complete communication activities to develop problem solving skills in some adventure games.</p> <p>Children will master most fundamental skills from KS1 and start to develop specific skills performing them with consistency, some accuracy, extension and control.</p>	<p>Children will complete communication activities to develop problem solving skills in some adventure games.</p> <p>Children will master fundamental skills performing them with consistency, accuracy, control and</p>	<p>and problem solving skills in familiar and unfamiliar situations and environments.</p> <p>Children will develop specific skills performing them with consistency, accuracy, control and confidence.</p>	<p>accurately and learn to adapt their skills to meet challenges set in new environments.</p> <p>They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant.</p> <p>They will take on more demanding leadership roles and will learn to take the initiative more often.</p> <p>Children will develop specific skills performing them with consistency, accuracy, control, confidence and speed.</p>
Progression in Skills					<p>Orientate a map.</p> <p>Use a control card.</p> <p>Navigate a course safely.</p>	<p>Orientate a map.</p> <p>Use a control card.</p> <p>Navigate a course safely.</p> <p>Travel and balance safely when carrying out challenges.</p>	<p>Travel and balance safely when carrying out challenges.</p> <p>Demonstrate team work skills during planning, doing and reviewing.</p>	<p>Know how to keep the map “set” or “orientated” when they move around a simple course.</p> <p>Know the eight points of a compass.</p> <p>Record information accurately at the control marker.</p>	<p>To set a map using a compass.</p> <p>To practice and refine thumbing the set map.</p> <p>To set a direction of travel from the map, using a compass.</p>

						Demonstrate team work skills during planning, doing and reviewing.		Navigate to a control marker on a score event course.	To follow instructions in order to complete an orienteering course.
Knowledge					To orientate a map and complete the Counting Cones Challenge. To know where they are on a map at all times using a variety of different routes	To orientate a map and to complete a series of challenges. To know where they are on a map	To complete a series of challenges i.e. – crossing the swamp, Millipede carry, shepherd and sheep, electric fence and hulahut challenge	Working in pairs or small groups, complete an orienteering course (netball numbers/score orienteering) using a map..	Take part in different competitive orienteering activity, balancing speed and accuracy.
Key Vocabulary					Follow, route, appropriate equipment, safely, familiar context, manage risks/problems.	Follow, route, appropriate equipment, safely, familiar context, manage risks/problems.	Follow, route, appropriate equipment, safely, familiar context, manage risks/problems.	Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership.	Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership.
Character Values					Trust Self-discipline Communication	Trust Communication Problem solving	Resilience Problem-solving	Respect Co-operation	Communication

Swimming									
	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
Aims of swimming								Children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some	

								children will manage without these. Then children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.	
Progression in Skills								Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water based situations.	
Knowledge								Children should know the dangers of water locally and nationally,	
Key Vocabulary								Swim, unaided, basic stroke, movements, coordinate breathing, surface, breast stroke, front crawl, backstroke, butterfly	
Character Values								Resilience Trust encouragement	