

#### RECEPTION BEANBAG SKILLS

- To be able to balance a beanbag on various body parts.
- To be able to move the beanbag with good control.
- To be able to throw a beanbag at a target.
- To recognise key body parts.
- To be able to take turns with a partner.

To be able to	2	3	4
balance a	Pupils will be able to	Pupils will be able to	Pupils will explore
beanbag on	follow staff direction	balance the	balancing on
various body	and hold balance for a	beanbag under	different body parts
parts	limited time	control for at least 5	under control
		seconds	
To be able to	2	3	4
move the	Pupils will begin to	Pupils will begin to	Pupils will
beanbag with	follow simple	explore different	demonstrate
good control	instructions and	movements	consistency and
	demonstrations of how	demonstrating	fluency when
	to use the beanbag	greater control	performing
		(close/ not dropping)	movements/ skills
To be able to	2	3	4
throw a beanbag	Pupils will use two	Pupils will vary	Pupils will
at a target	hand underarm	overarm/ underarm	demonstrate
	technique with some	throwing techniques	consistency and
	success	with greater success	fluency using both
			overarm/ underarm
	_	_	technique
To recognise key	2	3	4
body parts	Pupils will be able to	Pupils will point out/	Pupils will point out/
	follow visual	name key body	name a range of
	demonstrations to	parts with no	body parts and how
	point out/ name body	support	they are used in
To be able to tale	parts	2	some movements
To be able to take	2	3	4 D. a. ila (ill. la a a la la 4 a
turns with a	Pupils will be able to	Pupils will be able to	Pupils will be able to
partner	work in a line,	work in smaller	work as A & B and
	understanding when it is their turn	groups following a	confidently and co-
	is their turn	pattern of	operatively work
		movement	together



### RECEPTION BALL SKILLS AT THE ZOO

- To be able to show an awareness of space.
- To be able to throw a ball underarm.
- To be able to roll a ball towards a target.
- To be able to bounce a ball.
- To be able to pass and receive a ball.

To be able to show	2	3	4
an awareness of space	Pupils will begin to explore space and find their own space under command	Pupils will begin to understand how to find space in a number of activities	Pupils will consistently find space in a number of activities without
To be able to throw	2	3	prompts
a ball underarm	Pupils will use dominant arm and develop success when throwing short distances	Pupils will achieve success over greater distances, beginning to use both arms	Pupils will achieve continuous success when aiming for a target using the underarm technique
To be able to roll a	2	3	4
ball towards a target	Pupils will use both arms when rolling a ball, over a shorter distance	Pupils will begin to develop single arm rolling technique over a range of distances	Pupils will successfully demonstrate rolling technique hitting a target with both arms
To be able to	2	3	4
bounce a ball	Pupils will be able to bounce a range of balls in isolation- bounce and catch	Pupils will be able to bounce a ball towards a partner whilst stationary	Pupils will consistently and fluently bounce a ball under control stationary and on the move
To be able to pass	2	3	4
and receive a ball	Pupils will be able to pass and receive a ball from stationary positions in isolation (throw/ roll/ kick)	Pupils will demonstrate control when passing and receiving a ball (throw/ roll/ kick)	Pupils will begin to demonstrate consistency and confidence passing and receiving a ball from stationary and on the move



#### BATS AND BALLS AT THE CIRCUS

- To show control and balance in basic movement.
- To show spatial awareness during running & chasing games.
- To run around & over objects, demonstrating control & balance.
- To become familiar with the names of different types of equipment.
- To hit or push an object towards a stationary target.

To show control and	2	3	4
balance in basic	Pupils will begin to	Pupils will	Pupils will fluently
movement	demonstrate	confidently move	move around an
	changing speed and	around a space,	area at different
	direction whilst	changing direction	speeds, changing
	maintaining balance	under control	direction whilst
			maintaining a strong
			sense of balance
To show spatial	2	3	4
awareness during	Pupils will follow	Pupils will begin to	Pupils will
running and chasing	other pupils into	think about and	consistently move
games	'space' whilst	move towards space	towards space in a
	attempting to evade	when evading other	range of evasion
		pupils	activities, showing a
			range of speeds
To run around &	2	3	4
over objects,	Pupils will begin to	Pupils begin to	Pupils develop their
demonstrating	explore different	move around	own ways of moving
control & balance	ways of	objects at a range of	around equipment,
	manoeuvring	speeds and levels, to	maintaining balance
	around obstacles	begin to show	and control
	and equipment	control and balance	throughout different
Talkanana familian	under guidance	in movements	speeds
To become familiar	Z Describe will be a six to	Describe will record a	D. veile will
with the names of	Pupils will begin to	Pupils will name a	Pupils will
different types of	name a range of	range of equipment with minimal	confidently name a
equipment	basic equipment		range of equipment, and discuss how
	with visual support from teachers/ staff	support, and understand when/	and when they are
	ITOTT LEACTIETS/ Staff	how to use them	used in activities
To hit or push an	2	3	A
object towards a	Pupils will begin to	Pupils will begin to	Pupils will
stationary target	develop success	develop technique	consistently and
Jeacional J. Car Sec	•	and confidence over	_
	when aiming for a	l and confidence over	i iluentiv nit a targei
	when aiming for a target over a short	and confidence over	fluently hit a target using a range of



#### FUN GAMES WITH FRIENDS

- Develop fundamental movement skills.
- To work within a small group.
- Participate in cooperative physical activities.
- Participate in competitive physical activities.
- Develop simple tactics.

Develop	2	3	4
fundamental	Pupils will begin to	Pupils will begin to	Pupils will
movement skills	follow	practice and refine	consistently and
	demonstration and	FMS in a range of	fluently
	instructions to	activities, developing	demonstrate a
	perform a range of	confidence	range of FMS in
	different FMS		isolation and in a
			range of activities
To work within a	2	3	4
small group	Pupils will begin to	Pupils will be able to	Pupils will be able to
	understand turn	show understanding	work in a number of
	taking and will work in	and willingness to	different roles
	a group with some success	work with other	within a group
	Success	pupils to achieve a	(leader etc.) to
D		goal	achieve a goal
Participate in	2	3	4 D - 11 - 11   1 - 2   1   1   1   1   1   1   1   1   1
cooperative physical	Pupils will begin to	Pupils will begin to	Pupils will be able to
activities	communicate within	develop teamwork	share ideas and
	a group to achieve a	skills to achieve a	work together in
	goal	goal	cohesion to achieve
Participate in	2	3	a goal 4
competitive physical	Pupils will begin to	Pupils will work	Pupils will
activities	work together as a	together with	demonstrate
activities	team in competitive	increasing success	developed
	scenarios (begin to	beginning to	communication and
	pass and	understand the	teamwork skills in
	communicate)	requirement of	competitive
	communicate)	working in a team	scenarios
Develop simple	2	3	4
tactics	Pupils will begin to	Pupils will begin to	Pupils will
	discuss attackers/	delegate roles- with	successfully work in
	defenders and	some pupils acting	a range of roles
			241-2
	decide who will	as captains/leaders	within a small team-
	decide who will participate in each	as captains/leaders and others	discussing how they
		•	
	participate in each	and others	discussing how they



#### TURN TAKING ON HOLIDAYS

- To develop hand-eye co-ordination.
- To be able to throw a ball in the right direction.
- To be able to take turns with a partner.
- To develop spatial awareness.
- To run with developing control and fluency.

To develop hand-	2	3	4
eye co-ordination	Pupils will begin to	Pupils will	Pupils will
	develop success	demonstrate control	consistently
	when throwing and	when throwing and	demonstrate control
	catching large/ soft	catching using two	when throwing,
	objects, only	hands (throwing and	catching, hitting
	dropping on a few	catching)	using either one or
	occasions		two hands
To be able to throw	2	3	4
a ball in the right	Pupils will begin to	Pupils will vary	Pupils will
direction	develop accuracy	overarm/ underarm	demonstrate
	using the underarm	throwing techniques	consistency and
	throwing technique	with greater success	fluency using both
	towards a target/		overarm/ underarm
	another pupil from a		technique
	stationary position		
To be able to take	2	3	4
turns with a partner	Pupils will be able to	Pupils will be able to	Pupils will be able to
	work in a line,	work in smaller	work as A & B and
	understanding when	groups following a	confidently and co-
	it is their turn	pattern of	operatively work
		movement	together
To develop spatial	2	3	4
awareness	Pupils will follow	Pupils will begin to	Pupils will
	other pupils into	think about and	consistently move
	'space' whilst	move towards space	towards space in a
	attempting to evade	when evading other	range of evasion
		pupils	activities, showing a
			range of speeds
To run with	2	3	4
developing control	Pupils will be able to	Pupils will continue	Pupils will
and fluency	run in a straight line	to develop running	demonstrate fluency
	showing control and	technique, ensuring	in technique
	a change of speed-	their head is up,	maintaining this
	beginning to drive	they are pumping	when changing
	their arms for	their arms and	direction and
	stability	raising their knees	speeds



#### **FUN WITH QUOITS & CONES**

- To develop appropriate running technique.
- To jump over different sized obstacles.
- To throw towards a set target.
- To competently catch a ball or beanbag.
- To name some healthy foods (fruit & veg).

To develop	2	3	4
appropriate running	Pupils will be able to	Pupils will continue	Pupils will
technique	run in a straight-line	to develop running	demonstrate fluency
	showing control and	technique, ensuring	in technique
	a change of speed-	their head is up,	maintaining this
	beginning to drive	they are pumping	when changing
	their arms for	their arms and	direction and
	stability	raising their knees	speeds
To jump over	2	3	4
different sized	Pupils will stop in	Pupils begin to jump	Pupils will be
obstacles	front of an obstacle	over obstacles in	confidently
	and using both feet	their stride- begin to	demonstrate taking
	(knees bent and	explore taking off	off one and two feet,
	driving with arms)	with one foot and	jumping over an
	jump over the	two feet, develop a	obstacle, and
	obstacle, land (with	stable landing	continuing to move
	some control) and	before continuing to	without breaking
	continue moving	move	stride after landing
To throw towards a	2	3	4
set target	Pupils begin to	Pupils will vary	Pupils will
	develop accuracy	overarm/ underarm	demonstrate
	using underarm	throwing techniques	consistency and
	throwing techniques	with greater success	fluency using both
	towards a		overarm/ underarm
	target/pupil from a		technique
T	stationary position		4
To competently	2	3	4
catch a ball or bean	Pupils will begin to	Pupils will begin to	Pupils will
bag	catch using both	explore different	confidently and
	hands with some	ways of catching	consistently
	success	with one/ two hands	demonstrate one/
To name some	2	3	two hand catches
To name some healthy foods (fruit	Pupils will be able to	Pupils will be able to	Pupils will
and veg)	follow visual cues to	discuss healthy	confidently discuss a
and vegj	name a range of	foods without	range of health
	healthy foods	support/ prompts	foods (extended
	Healthy 100us	support/ prompts	knowledge)
			KITOWIEUSE)



### RECEPTION GYM - BALANCE

- Know how to use a variety of equipment & resources.
- To balance on one foot.
- To perform static balances.
- Understand how to listen to & follow instructions.
- To hold their body still on different bases.

Know how to use a	2	3	4
variety of	Pupils will follow	Pupils will follow	Pupils will
equipment and	commands for safe	instructions whilst	confidently discuss
resources	use on a range of	exploring creative	safe use of
	equipment	ways of using	equipment, whilst
		equipment and	continuing to
		resources	explore different
			uses of equipment
To balance on one	2	3	4
foot	Pupils will be able to	Pupils will be able to	Pupils will be able to
	maintain some	hold stationary	demonstrate single
	balance, using arms	balance with greater	foot balance with
	out for additional	control, using arms	both legs,
	support (will be	out for support and	maintaining strong
	wobbling and not	ensuring head stays	sense of balance,
	hold shape for more	upright throughout	keeping tension and
T (	than 3 seconds)	2	head upright
To perform static balances	Describe will be able to	3	Describe will everle se
Dalatices	Pupils will be able to follow visual	Pupils will be able to explore different	Pupils will explore developed balances,
	demonstrations of	static balances at	considering
	simple static	different levels,	different points of
	balances	beginning to hold	balance whilst
	balarices	with tensions	maintaining tension
		With terisions	and balance
			throughout
Understand how to	2	3	4
listen to and follow	Pupils will follow a	Pupils will respond	Pupils will be able to
instructions	stop, sit down and	to a countdown (5-1)	follow where the
	listen approach	and be able to	teacher is
	when listening to	follow staff	positioned, listen to
	staff instructions	instructions after	commands, and
		commands given	follow accordingly
To hold their body	2	3	4
still on different	Pupils will begin to	Pupils will begin to	Pupils will
bases	hold simple	explore holding	demonstrate control
	balances/ poses on	balances on	and tension in
	flat/ low bases	different bases	balances/ poses on
		demonstrating	a range of different
		control	bases



### RECEPTION GYM - JUMPING & BALANCE

- Know how to use a variety of equipment & resources.
- To make my body tense & relaxed.
- To roll in different ways.
- To travel in different ways.
- To develop overall balance.

Know how to use of	2	3	4
a variety of	Pupils will follow	Pupils will follow	Pupils will
equipment and	commands for safe	instructions whilst	confidently discuss
resources	use on a range of	exploring creative	safe use of
	equipment	ways of using	equipment, whilst
		equipment and	continuing to
		resources	explore different
			uses of equipment
To make my body	2	3	4
tense and relaxed	Pupils will begin to	Pupils will be able to	Pupils will be able to
	understand how to	demonstrate a	hold balances with
	tense and relax	number of shapes	control whilst in a
	limbs to hold a	using tension and	state of tension, and
	number of shapes	relaxation for a	be able to
	for a short time	greater amount of time	demonstrate a number of relaxed
		ume	positions
To roll in different	2	3	positions
ways	Pupils will follow	Pupils will	Pupils will explore
Ways	staff commands and	demonstrate control	different ways of
	attempt a number	when performing a	rolling, whilst
	of different rolls	number of different	maintaining control
		rolls	and fluency in
			movements
To travel in different	2	3	4
ways	Pupils will follow	Pupils will	Pupils will explore
	staff commands and	demonstrate control	and develop a range
	visual	in movements, in	of different methods
	demonstrations	particular tension,	of travelling,
	travelling in	speed and levels	maintaining fluidity
	different ways	when travelling	and control
To develop overall	2	3	4
balance	Pupils will be able to	Pupils will	Pupils will maintain
	demonstrate some	demonstrate	balance in several
	tension in balances,	tension, holding	developed balances,
	holding for a couple	long simple shapes	stretching limbs and
	of seconds	whilst maintaining a	maintaining tension
		state of balance	throughout



#### RECEPTION GYM - STRETCHING SHAPES

- Know how to use a variety of equipment & resources.
- To make my body tense & relaxed.
- To roll in different ways.
- To travel in different ways.
- To develop overall balance.

	To climb and use the	2	3	4
	apparatus safely	Pupils will follow	Pupils will follow	Pupils will
		commands for safe	instructions whilst	confidently discuss
		use on a range of	exploring creative	safe use of
		equipment	ways of using	equipment, whilst
			equipment and	continuing to
			resources	explore different
-		_	_	uses of equipment
	To develop	2	3	4
	controlled balance	Pupils will be able to	Pupils will	Pupils will maintain
		demonstrate some	demonstrate	balance in several
		tension in balances,	tension, holding	developed balances,
		holding for a couple	long simple shapes	stretching limbs and
		of seconds	whilst maintaining a	maintaining tension
ŀ	To avalve as a leader	2	state of balance	throughout
	To make my body	2	Describe will be able to	Describe will be able to
	tense, relaxed, curled, and	Pupils will begin to understand how to	Pupils will be able to demonstrate several	Pupils will be able to hold balances with
	stretched	tense and relax	shapes using	control whilst in a
	Stretcheu	limbs to hold several	tension and	state of tension, and
		shapes for a short	relaxation for a	be able to
		time	greater amount of	demonstrate a
			time	number of relaxed
				positions
ľ	To travel in different	2	3	4
	ways with control	Pupils will follow	Pupils will	Pupils will explore
		staff commands and	demonstrate control	and develop a range
		visual	in movements, in	of different methods
		demonstrations	particular tension,	of travelling,
		travelling in	speed and levels	maintaining fluidity
ļ		different ways	when travelling	and control
	Copy a partner's	2	3	4
	sequence of	Pupils will be able to	Pupils will hold	Pupils will be able to
	movement	attempt basic	tension and begin to	mirror their
		movements/	explore different	partners movement,
		balances with some	movements/	both holding tension
		success	balances with their	and maintaining
			partner	balance throughout



#### DANCE - ANIMALS - MINI BEASTS

- Able to demonstrate two-dimensional shapes.
- Able to demonstrate scuttling actions.
- Able to move with floaty and fluttery dynamics.
- Able to move in the space using forwards, backwards and sideway actions.
- Able to develop relationships away, towards and around partner.

Able to demonstrate	2	3	4
two-dimensional	Pupils will be able to	Pupils will explore	Pupils will create
shapes	follow guidance to	different two-	more complex two-
	attempt to hold	dimensional shape	dimensional shapes,
	simple two-	balances and	maintaining tension
	dimensional shape	perform with control	throughout partner
	balances	and tension	balances
Able to demonstrate	2	3	4
scuttling actions	Pupils will attempt	Pupils will show	Pupils will
	to follow	control when	demonstrate the
	demonstration,	scuttling on their	scuttling action
	attempting to stay	hands and feet,	under control, at a
	low and move on	keeping their head	range of different
	hands and feet	up when moving	paces
Able to move with	2	3	4
floaty and fluttery	Pupils will be able to	Pupils will move	Pupils will more
dynamics	follow staff	with fluidity and	fluidly and
	instructions,	begin to think about	confidently
	movements may	different ways to	exploring the theme
	appear rigid	move floaty/ fluttery	of floaty and fluttery
			movements
Able to move in the	2	3	4
space using	Pupils will be able to	Pupils will begin to	Pupils will show
forwards,	move following	explore different	confidence and
backwards, and	instruction, with	ways of moving	demonstrate a
sideway actions	basic movements	around the space in	range of movements
		different directions	in different
			directions
Able to develop	2	3	4
relationships- away,	Pupils will begin to	Pupils will begin to	Pupils will explore
towards, and	copy movements	link movements and	different
around partner	and talk to partners	show understanding	movements with
	about their	of working with their	their partner,
	movements/	partner completing	leading
	balances	different balances	demonstrations to
			other groups



### RECEPTION DANCE - THE UK - WEATHER

- Able to demonstrate yoga poses (shelter shapes).
- Able to demonstrate spinning actions.
- Able to demonstrate contrasting dynamics light and heavy.
- Able to change levels in the space (low and high).
- Able to develop relationships under and over.

Able to demonstrate	2	3	4
yoga poses (shelter	Pupils will begin to	Pupils will show	Pupils will begin to
shapes)	copy basic yoga	control and	develop basic yoga
	poses following a	understanding over	poses, showing
	visual demonstration from	movements and poses, holding	good control and understanding of
	the teacher	poses, floiding poses for extended	the movements/
	the teacher	time	poses
Able to demonstrate	2	3	4
spinning actions	Pupils will be able to	Pupils will	Pupils will be able to
	perform spinning	demonstrate control	spin, at speed, on
	movements under	over spinning	the spot, and begin
	some control at a	movements, being	to use spinning
	slower pace	able to spin in a	actions whilst on the
		small space	move under control
Able to demonstrate	2	3	4 D - 11 - 11 - 12 -
contrasting	Pupils will be able to	Pupils will begin to	Pupils will show
dynamics- light and heavy	discuss what light and heavy	explore different light and heavy	control over light and heavy
Tieavy	movements look	movements- moving	movements,
	like, and follow	on tip toes or	understanding how
	visual	stomping/ thrashing	to move to
	demonstrations	movements	demonstrate light/
			heavy movements
Able to change	2	3	4
levels in the space-	Pupils will begin to	Pupils will begin to	Pupils will be able to
low and high	show understanding	think about how	demonstrate
	of levels, following	they can change	dynamics
	guidance and	levels in creative	movements when
	demonstrations	ways and	changing levels with
	when changing	demonstrate a	fluency and under
Able to develop	levels 2	range of skills	control 4
relationships- over	Pupils will follow	Pupils will begin to	Pupils will
and under	instructions and	explore different	demonstrate control
	guidance when	ways of achieving	over 'under and
	attempting 'over and	'over and under'	over' movements
	under' movements	movements	showing creativity



#### DANCE - FICTIONAL CHARACTERS - JULIA DONALDSON

- Able to demonstrate Paper Doll shapes.
- Able to demonstrate wiggling and rescuing actions.
- Able to move with opposing (small and big) dynamics.
- Able to move to the rhythm of spoken word.
- Able to develop relationships staying attached to a partner and/or a group.

Able to demonstrate	2	3	4
Paper Doll shapes	Pupils will be able to	Pupils will	Pupils will explore
	follow visual	demonstrate control	different Paper Doll
	demonstrations and	in movements and	poses and
	attempt to achieve	be able to hold the	demonstrate clear
Alala ta dana matuata	Paper Doll shapes	Paper Doll shape	control and tension
Able to demonstrate	Dunila will be able to	Describe will be give to	Describe will evalence
wiggling and rescuing actions	Pupils will be able to	Pupils will begin to	Pupils will explore gross movements
rescuing actions	follow simple wiggling and rescue	develop wiggling and rescue actions	associated to
	actions following	while attempting to	wiggling and rescue,
	demonstrations	hold character	whilst maintaining
	demonstrations	Tiola character	character
Able to move with	2	3	4
opposing (small and	Pupils will begin to	Pupils will begin to	Pupils will be able to
big) dynamics	show understanding	think about how	demonstrate
	of levels, following	they can change	dynamics
	guidance and	levels in creative	movements when
	demonstrations	ways and	changing levels with
	when changing	demonstrate a	fluency and under
	levels	range of skills	control
Able to move to the	2	3	4
rhythm of spoken	Pupils will be able to	Pupils will begin to	Pupils will be able to
word	follow teacher	link movements to	demonstrate
	instructions and	key words and begin	understanding of
	demonstrations	to reduce reliance	routine and be able
	moving in time	on demonstrations	to perform without any visual cues
Able to develop	2	3	4
relationships-	Pupils will be able to	Pupils will explore	Pupils will hold
staying attached to a	work side by side	different ways of	creative shapes,
partner and/ or a	with a partner/	linking and	whilst maintaining
group	group with some	maintaining contact	contact with
	contact throughout	with partners/ in a	partners/ in a group,
	movements	group, developing a	maintaining a sense
		sense of character	of character
			throughout
			movements



#### YEAR 1 THROWING AND CATCHING

- To be able to throw a ball/beanbag with accuracy.
- To be able to show an awareness of space.
- To be able to catch a ball/beanbag with some control.
- To observe, describe and copy what others are doing.
- To work collaboratively with a partner.

To be able to throw	2	3	4
a ball/ beanbag with	Pupils will begin to	Pupils will show	Pupils will begin to
accuracy	use underarm	control when using	use the overarm
	technique when	underarm	throwing technique
	throwing a ball/	technique,	alongside the
	beanbag with some	beginning to	underarm technique
	consistency over	develop consistency	with control and
	short distances	over distances	consistency
To be able to show	2	3	4
an awareness of	Pupils will begin to	Pupils will begin to	Pupils will
space	understand where	move into space	continuously look to
	space is in an area	with greater	move into space
	and follow cues to	frequency and less	within the area
	move into it	amount of cues	without any cues
To be able to catch a	2	3	4
ball/ beanbag with	Pupils will begin to	Pupils will develop	Pupils will explore
some control	develop catching	consistency catching	different positions/
	skills- using both	with two hands over	stances when
	hands and catching	different distances,	attempting to catch,
	over short distances	attempting one	using both one and
		handed catches	two hands
To observe, describe	2	3	4
and copy with	Pupils will begin to	Pupils will be able to	Pupils will
others are doing	have awareness of	successfully copy	confidently watch
	others actions and	others movements	other groups,
	attempt to replicate	and actions with	describe their
	them	repetitive success	actions and replicate
			with success under
			control
To work	2	3	4
collaboratively with	Pupils will begin to	Pupils will be able to	Pupils will be able to
a partner	work with a partner,	discuss the activity	work with a number
	understanding basic	with a partner and	of pupils, sharing
	turn taking (working	achieve a goal with	ideas and
	as A and B)	success	developing simple
			tactics



### YEAR 1 PARTNER GAMES

- To work collaboratively with a partner.
- To use a range of small equipment.
- To throw to a partner with developing accuracy.
- To be able to 'mirror' a partner's movements.
- To be able to listen and observe.

To work	2	3	4
collaboratively with	Pupils will begin to	Pupils will be able to	Pupils will be able to
a partner	work with a partner,	discuss the activity	work with a number
	understanding basic	with a partner and	of pupils, sharing
	turn taking (working	achieve a goal with	ideas and
	as A and B)	success	developing simple
To use a range of	2	3	tactics 4
small equipment	Pupils will begin to	Pupils will begin to	Pupils will
Sman equipment	follow instructions	explore different	confidently and
	and demonstrations	ways of using small	fluently use a range
	of simple ways to	equipment,	of equipment under
	use small	developing fluency	control with
	equipment	and control in	continuous success
		movements	when performing
			skills/ activities
To throw to a	2	3	4
partner with	Pupils will begin to	Pupils will show	Pupils will begin to
developing accuracy	use underarm	control when using	use the overarm
	technique when	underarm	throwing technique
	throwing a ball/	technique,	alongside the
	beanbag with some	beginning to	underarm technique
	consistency over	develop consistency	with control and
To be able to training	short distances	over distances	consistency
To be able to 'mirror'	Pupils will begin to	Dupils will be able to	Pupile will
a partner's movements	Pupils will begin to have awareness of	Pupils will be able to successfully copy	Pupils will confidently watch
movements	others actions and	others movements	other groups,
	attempt to replicate	and actions with	describe their
	them	repetitive success	actions and replicate
			with success under
			control
To be able to listen	2	3	4
and observe	Pupils will be able to	Pupils will follow	Pupils will be able to
	follow basic	commands and	observe and
	attention and	concentrate on	appreciate
	listening tasks	watching	demonstrations
		demonstrations	before attempting



### YEAR 1 RUNNING & JUMPING

- To consolidate appropriate running technique.
- To jump with control & balance on landing.
- To jump whilst travelling.
- To throw towards a stationary target.
- To know what the term 'healthy eating' means.

To consolidate	2	3	4
appropriate running	Pupils will be able to	Pupils will be able to	Pupils will fluently
technique	follow instructions,	run at different	run demonstrating
	concentrating on	speeds, ensuring	good technique
	running in a straight	their head is up	(head up, arms
	line with control	looking in the	pumping, high knee
		direction of travel	drive) through a
<del>-</del> · · · · · ·			range of speeds
To jump with control	2	3	4
and balance on	Pupils will begin to	Pupils will explore	Pupils will
landing	take off with two	different ways of	demonstrate
	feet and land on two	taking off/ jumping and land on one and	excellent control
	feet with some	two feet	taking off on one or
	control and stability	two reet	two feet, as well as landing with stability
To jump whilst	2	3	A
travelling	Pupils will follow	Pupils will explore	Pupils will
craveg	demonstrations of	different ways of	confidently and
	different ways of	taking off whilst	fluidly take off and
	taking off whilst	moving at varying	land with control
	moving around an	paces around an	whilst moving at
	area	area	increasing speeds
To throw towards a	2	3	4
stationary target	Pupils will	Pupils will begin to	Pupils will
	experience some	explore different	confidently
	success over shorter	techniques over	demonstrate
	distance using	different distances	overarm and
	underarm throwing	and different sized	underarm
	technique	targets	techniques with
			success over
<del>-</del> 1 11			different distances
To know what the	2	3	4
term 'healthy eating'	Pupils will be able to	Pupils will be able to	Pupils will
means	discuss some foods	discuss some	confidently list a
	that fall under a	healthy and	name of healthy and
	'healthy eating' category with	unhealthy foods without prompts or	unhealthy foods, developing their
	prompts	cues	
	ρισπριδ	cues	responses



### YEAR 1 BALL CONTROL

- To move fluently, changing direction & speed easily.
- To use different movements, speeds & pathways.
- To recognise space in games.
- To consolidate passing and receiving.
- To describe and copy what others are doing

2	3	4
Pupils will begin to	Pupils will begin to	Pupils will
explore movements	move around the	demonstrate control
at different speeds	area at varying	in changing
(bigger curve	'	direction quickly-
' ·		using side steps/
changing direction)		shoulder drops/
	under control	stutter steps etc
2	3	4
		Pupils will
	-	demonstrate a
•		range of speeds,
_	·	under control,
pattern of pathways	~	changing direction
	pathways	and speed fluently
_	_	maintaining balance
	<u> </u>	4
		Pupils will
	•	continuously look to
•		move into space
		within the area
move into it	amount of cues	without any cues
Z	3	4 D - 11- 11
· ·	•	Pupils will
		demonstrate
•		confidence and
		consistency in
		passing and receiving in isolation
•	_	and on the move
aominant side	2	and on the move
Punils will hagin to	Punils will he able to	Pupils will
	•	confidently watch
		other groups,
		describe their
' '		actions and replicate
	. Special cost	with success under
		control
	Pupils will begin to explore movements at different speeds (bigger curve pattern when changing direction)	Pupils will begin to explore movements at different speeds (bigger curve pattern when changing direction)  2



#### YEAR 1

#### **BALANCE & CONTROL - STRIKING**

- To aim and strike an object towards a set target.
- To balance a ball on a racket with control.
- To recognise and begin to use space in games.
- To attempt to strike a ball over and beyond a target.
- To attempt to 'set' a ball in the air repetitively (Volleyball).

To aim and strike an	2	3	4
object towards a set	Pupils will begin to	Pupils will develop	Pupils will
target	develop striking	confidence striking	demonstrate control
	technique,	an object towards a	over striking
	practicing in	target over different	technique and
	isolation, striking the	distances,	consistency towards
	ball slowly at a	developing power	an object,
	target	and accuracy	controlling power,
T. b.l b.l		2	distance & accuracy
To balance a ball on	Z	3	4 D - 21 - 21
a racket with control	Pupils will begin to	Pupils will vary the	Pupils will
	balance small	speed in which they	confidently move
	objects on large	can move around an area whilst	around an area, keeping the ball on a
	racquets, beginning to slow move	balancing a ball on a	racquet with control
	around an area	racquet	at different speeds
To recognise and	2	3	4
begin to use space	Pupils will begin to	Pupils will begin to	Pupils will
in games	move around an	find space within an	confidently move
	area, looking for	area and move	towards space in a
	space and moving	towards it with	number of activities
	towards with	limited prompts/	without prompts
	prompts	cues	
To attempt to strike	2	3	4
a ball over and	Pupils will begin to	Pupils will begin to	Pupils will
beyond a target	develop technique	strike the ball over a	demonstrate
	when striking a ball	target (over varying	control, power and
	into the air- using	heights)	accuracy
	guidance (tees etc.)	demonstrating	consistently striking
		some control &	a ball over and
T		accuracy	beyond a target
To attempt to 'set' a	Dunila will be able to	Dunile will be size to	Dispile will
ball in the air repetitively	Pupils will be able to	Pupils will begin to show control over	Pupils will confidently set the
(Volleyball)	successfully demonstrate the	the height of the set,	ball to other pupils,
(Volicyball)	'set' position and	managing repetitive	and keep the ball
	strike a ball in the	sets	under control when
	air	50.5	'setting'
	<b>4</b> 11		3000116



#### YEAR 1

#### **BALANCE & CONTROL - STRIKING**

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Develop more	2	3	4
complex	Pupils will attempt	Pupils will establish	Pupils will
fundamental	to follow	control over their	demonstrate
movement skills	demonstration and	movements,	creativity in their
	guidance when	developing	movements,
	attempting actions	technique over	confidently
	and activities	complex	demonstrating
		movements	control and fluidity
To work	2	3	4
collaboratively	Pupils will begin to	Pupils will be able to	Pupils will be able to
within a group	work with a partner,	discuss the activity	work with a number
	understanding basic	with a partner and	of pupils, sharing
	turn taking (working	achieve a goal with	ideas and
	as A and B)	success, and	developing simple
		implement within a	tactics achieving
To do also delete		group	success
To develop thinking	2	3	4
and creativity	Pupils will begin to	Pupils will begin to	Pupils will begin to
	think about game	implement rule	develop creativity
	play, how to make tasks easier/ harder	changes, making	within decisions and
	and follow	games easier and harder	modifying activities, taking dominant
	instructions	Haruei	roles in discussions
To develop decision	2	3	A
making in games	Pupils will be able to	Pupils will be able to	Pupils will be able to
Thaking in games	make the correct	make the correct	discuss why they
	decision in isolated	decision in active	made decisions,
	practice (limited	game scenarios with	after achieving
	choices to make)	success	repetitive success
To be able to work	2	3	4
independently	Pupils will be able to	Pupils will be able to	Pupils will become
	work in isolation	develop skills given	autonomous with
	developing skills	limited instruction in	their learning,
	with the support of	isolated practices,	demonstrating
	prompts	being able to explain	confidence
		what they are doing	developing skills in
		and why	isolation



#### YEAR 1 GYM - BALANCE & AGILITY

- Show an awareness of personal and general space.
- To move with some confidence, imagination and safety.
- To travel using 'caterpillar', 'monkey' & 'crab' walk.
- To travel in 'crawling soldier' position.
- Discuss safety when using apparatus.

Show an awareness	2	3	4
of personal and	Pupils will be able to	Pupils will be able to	Pupils will
general space	move without	have an awareness	confidently
	bumping into	of space, apparatus	demonstrate spatial
	others,	and bases when	awareness and
	understanding who/	moving around an	understanding,
	what is around them	area	working in space
			avoiding obstacles
To move with some	2	3	4
confidence,	Pupils will be able to	Pupils will develop	Pupils will
imagination, and	follow guidance and	confidence in	demonstrate
safety	demonstrations	exploring different	excellent creativity
	when moving	creative ways of	and imagination
	around the area	moving whilst	within movements
To travel using	2	maintaining safety	around the area
'caterpillar', 'monkey'	Pupils will attempt	Pupils will	Pupils will introduce
and 'crab' walk	to follow	confidently	creativity into their
and crab want	demonstration of	demonstrate	animal movements,
	animal movements,	different animal	demonstration
	with some control	movements whilst	control and fluency
	With some control	travelling	control and machey
To travel in 'crawling	2	3	4
solider' position	Pupils will attempt	Pupils will show	Pupils will
	to copy 'crawling	control and	demonstrate low
	solder' movements	understanding of	body shape, control
	following a	levels whilst moving	in movement and
	demonstration	in the 'crawling	tension in long
		solider' position	shapes when
			travelling
Discuss safety when	2	3	4
using apparatus	Pupils will be able to	Pupils will be able to	Pupils will discuss
	discuss some of the	discuss some of the	and demonstrate
	potential hazards of	teaching points	safe use of the
	unsafe apparatus	associated to safe	apparatus
	use	use of apparatus	throughout the
			lesson



#### YEAR 1 GYM - POSITION & DIRECTION

- To move from one body position to another.
- To perform balances on different levels.
- Show a clear beginning & end to shapes/sequences.
- To further explore the large and small apparatus.
- To balance on small body parts with control

-	To move from one	2	3	4
	oody position to	Pupils will begin to	Pupils will show	Pupils will
Ġ	another	think about how	control and fluency	demonstrate
		they can transition	moving from	understanding of
		from one position to another	position to position	movements and
		another	with some sequence	creativity in moving between positions
-	To perform balances	2	3	4
	on different levels	Pupils will begin to	Pupils will begin to	Pupils will
		hold different	holder developed/	demonstrate control
		shapes on high/ low	complex balances	and tension within
		levels	on different levels	balances over
			with control	different levels and
				transitions
			_	inbetween
	Show a clear	2	3	4
	peginning & end to	Pupils will follow	Pupils will hold	Pupils will show
1	shapes/ sequences	demonstrations for	tension in starting/	creativity in their
		starting/ finishing poses for balances	finishing poses whilst maintaining	starting and finishing balances
		and sequences	stability at the end	maintaining balance
		and sequences	stability at the end	and tension
-	Γο further explore	2	3	4
1	the large and small	Pupils will follow	Pupils will explore	Pupils will
ä	apparatus	guidance and	different ways of	confidently travel
		demonstrations of	travelling on/ off/	around large and
		safe use of a range	around large and	small apparatus,
		of apparatus	small apparatus	showing tension and
				control in
-	To balance on small	2	2	movement
	Fo balance on small body parts with	Pupils will begin to	Bunils will begin to	Pupils will
	control	Pupils will begin to develop confidence	Pupils will begin to show control and	Pupils will demonstrate
Ι'	COTTO OT	balancing on tiptoes	balance when	control, tension and
		and finger tips	holding shapes with	balance when
			smaller surface	holding a range of
			areas	shapes over
				different levels
				-



#### YEAR 1 GYM - JUMP INTO THE PAST

- To explore some different rolls.
- To explore gymnastic actions and still shapes.
- To watch copy and describe what they and others have done.
- To create some wide & narrow shapes.
- To take off, jump & land with control.

To explore some	2	3	4
different rolls	Pupils will be able to	Pupils will explore	Pupils will
	attempt to copy	different types of	demonstrate clear
	some basic rolls	rolls, holding shape	control and tension
	following guidance	and beginning to	when rolling,
	and demonstration	demonstrate some	beginning to think of
		control	how to sequence
T 1			movements
To explore	2	3	4
gymnastic actions	Pupils will be able to	Pupils will begin to	Pupils will
and still shapes	hold some basic	explore more	confidently
	gymnastic shapes	complex shapes,	demonstrate control
	and simple	transitions,	and tension in a
	transitions/ travel	movements and	range of actions and
To watch convend	movements	rolls	gymnastic shapes
To watch, copy and	Z Describe will be a size to	3	Provide will
describe what they and others have	Pupils will begin to	Pupils will be able to	Pupils will
done	have awareness of others actions and	successfully copy others movements	confidently watch other groups,
done	attempt to replicate	and actions with	describe their
	them	repetitive success	actions and replicate
	CHETTI	repetitive success	with success under
			control
To create some wide	2	3	4
& narrow shapes	Pupils will attempt	Pupils will begin to	Pupils will develop
'	to follow	explore different	creativity in wide
	demonstration and	wide and narrow	and narrow shapes,
	guidance to	shapes, holding	confidently
	replicate some basic	shapes with control	demonstrating
	wide and narrow	and tension	control, balance and
	shapes		tension
To take off, jump &	2	3	4
land with control	Pupils will follow	Pupils will explore	Pupils will
	demonstrations of	different ways of	confidently and
	different ways of	taking off whilst	fluidly take off and
	taking off whilst	moving at varying	land with control
	moving around an	paces around an	whilst moving at
	area	area	increasing speeds



#### YEAR 1

#### DANCE - THE UK - CELEBRATIONS

- Able to demonstrate egg shapes.
- Able to demonstrate actions representing a chick.
- Able to demonstrate sudden and explosive dynamics.
- Able to use different floor patterns in the space.
- Able to develop relationships create an excited dance with a partner.

Able to demonstra	ate 2	3	4
egg shapes	Pupils will be able to	Pupils will begin to	Pupils will
	follow guidance and	demonstrate control	demonstrate
	demonstration of	and balance whilst	creativity and
	simple egg shapes	maintaining simple	control while
		egg shapes	holding egg shapes
Able to demonstra		3	4
actions representi		Pupils will develop	Pupils will be able to
a chick	perform simple	their own ideas	add a sense of
	'chick' movements	surrounding 'chick'	character to actions,
	and actions-	actions and begin to	performing static
	following	move around an	'chick' balances and
	demonstration	area with	dynamic
		confidence	movements
Able to demonstra		3	4
sudden and	Pupils will begin to	Pupils will think	Pupils will be able to
explosive dynamic	' '	about how to create	quickly respond to a
	dynamic	and demonstrate	stimulus, producing
	movements	dynamic	create dynamic
	following prompts	movements at	movements with
		different levels	confidence and
			control
Able to use differe		3	4
floor patterns in the	· ·	Pupils will begin to	Pupils will
space	follow a set pattern	develop creative	confidently move
	of movement	movements and	around an area,
	around an area,	begin to think about	following their own
	listening to prompts	how to move	pathways, with
		around the area	control, moving into
Able to develop	2	2	space
Able to develop	Dupils will begin to	Dupile will develop	Pupils will soquenes
relationships- crea	Pupils will begin to discuss ideas of	Pupils will develop	Pupils will sequence movements in time
with a partner	what their dance	routines, with more complex sequences,	with music,
with a partitle	may look like, and	beginning to think	exploring complex
	practice simple	about timing of	actions and
	movements and	movements in	performing with
		relation to music	confidence
	poses	Telation to music	connuence



#### YEAR 1

#### DANCE - FICTIONAL CHARACTERS - TRADITIONAL TALES

- Able to demonstrate house shapes.
- Able to demonstrate climbing actions.
- Able to move with angry dynamics.
- Able to move to the beat of the music.
- Able to develop relationships counterbalances

Able to demonstrate	2	3	4
house shapes	Pupils will be able to	Pupils will explore	Pupils will develop
	attempt house	different ways they	creative ways in
	shapes replicating	can create house	which to
	demonstrations and	shapes, beginning to	demonstrate house
	guidance	explore levels	shapes, holding with tension and control
Able to demonstrate	2	3	terision and control
climbing actions	Pupils will be able to	Pupils will explore	Pupils will move
Cirribing actions	discuss climbing	different methods of	with confidence and
	actions and begin to	demonstrating	fluidity
	put into practice	climbing actions	demonstrating still
	(posing/ actions)	with greater	and dynamic
		creativity	climbing actions
Able to move with	2	3	4
angry dynamics	Pupils will discuss	Pupils will explore	Pupils will maintain
	what angry	creative ways of	an angry character
	movements look like	conveying anger in	when performing
	and will begin to	movements and	sequences, creating
	introduce into a	poses as part of a	more complex
Able to move to the	sequence	routine	sequences/ routines
beat of the music	Under guidance of	3 Pupils will	Pupils will be able to
beat of the masic	staff, pupils will be	remember motifs/	adjust movements
	able to follow cues	movements and	accordingly with the
	and visual prompts	begin to move away	beat of music,
	to move to music	from reliance on	without reliance on
		counting beats	cues and prompts
Able to develop	2	3	4
relationships-	Pupils will begin to	Pupils will begin to	Pupils will
counterbalances	develop simple	develop creativity	confidently hold
	counterbalances	within partner	complex
	with a partner-	balances, exploring	counterbalances
	following	different levels and	with their partner,
	demonstrations	dynamics in their balances	demonstrating control and tension
		Daldfices	in balances
			III Dalalices



#### YEAR 1 DANCE - ANIMALS - JUNGLE

- Able to demonstrate large and expansive shapes.
- Able to demonstrate swinging actions with the arms.
- Able to demonstrate heavy and strong dynamics.
- Able to perform in slow motion.
- Able to develop relationships canon

	Able to demonstrate	2	3	4
	large and expansive shapes	Pupils will begin to follow	Pupils will start to show creativity in	Pupils will confidently demonstrate control
		demonstration and	their large shapes,	and tension in large
		guidance to hold	beginning to think	shapes, holding rigid
		simple large shapes	about control and	limbs maintaining
	All of least		tension in balances	balance
	Able to demonstrate	2	3	4
	swinging actions with the arms	Pupils will follow	Pupils will swing	Pupils will fluidly
	with the arms	visual demonstrations to	their arms at different speeds,	swing their arms, and maintain character in
		swing their arms in	and different	a range of different
		specific roles	dynamics under	speeds and at
			some control	different levels
	Able to demonstrate	2	3	4
	heavy and strong	Pupils will discuss	Pupils will develop	Pupils will maintain a
	dynamics	what heavy and	creative and	sense of character
		strong movements	complex	when performing
		will look like, and	movements linked	heavy and strong
		perform simple	to heavy and strong	movements under
		movements	themes	control with confidence
	Able to perform in	2	3	4
	slow motion	Pupils will begin to	Pupils will be able to	Pupils will
	3.017 11.01.011	slow down their	control movements	demonstrate tension
		movements,	and tension in order	and control in
		achieving slow	to achieve slow	movements,
		motion for a small	motion movements	performing
		amount of time		movements over a
				range of speeds
	Able to develop	2	3	4
	relationships- canon	Pupils will	Pupils will begin to	Pupils will be able to
		understand what is	establish canon in a	demonstrate the
		meant by canon and create simple	range of increasingly complex	canon technique within complex
		movements with a	movements under	sequences with their
		partner	control	partner
ı		l	337.6.0.	l



#### YEAR 1 ATHLETICS

#### **FUNDAMENTALS**

- To develop a range of skills associated with Athletics
- To understand how to change direction, levels and speeds
- To develop a range of skills for distance and accuracy
- To develop understanding of how we can use our body to improve performance
- To develop skills in preparation for Athletic style events

To develop a range	2	3	4
of skills associated	Pupils will begin to	Pupils will continue	Pupils will be able to
with Athletics	perform simple	to develop	point out, discuss
	movements	technique, showing	and demonstrate
	associated to run/	control over	key features
	jump/ throw in	movements in	associated to a
	isolation	activities	range of techniques
To understand how	2	3	4
to change direction,	Pupils will begin to	Pupils will begin to	Pupils will
levels and speeds	work at different	develop technique	demonstrate control
	speeds/ tempos,	(head up, swinging	over changing
	running in a linear	arms and knee	speeds and
	path	drive) at different	directions on quick
		speeds	commands
To develop a range	2	3	4
of skills for distance	Pupils will begin to	Pupils will begin to	Pupils will
and accuracy	develop basic	show control over	confidently and
	throwing and	power and accuracy	successfully
	jumping techniques	when throwing/	demonstrate control
	for distance	jumping	over distance and
			accuracy
To develop	2	3	4
understanding of	Pupils will begin to	Pupils will	Pupils will
how we can use our	follow	understand how to	demonstrate a
body to improve	demonstrations and	propel themselves	range of skills to the
performance	guidance over whole	forward/ generate	best of their ability
	body movements	power in	using whole body
To dovolon skills in	2	movements 3	movements  4
To develop skills in preparation for	Pupils will be able to	Pupils will develop	Pupils will
Athletic style events	discuss techniques	confidence in a	confidently
Admedic style events	and skills associated	range of skills	demonstrate
	to a number of	associated to run/	understanding and
	different disciplines	throw/ jump	skills associated to
	anterent disciplines	an own jump	different disciplines
			amerent disciplines



#### YEAR 2 SENDING & RECEIVING

- To begin to aim towards a given target.
- To accurately pass and receive a range of balls.
- To further increase their understanding of space.
- To pass a ball using different parts of the body.
- To receive a ball using different parts of the body

To begin to aim	2	3	4
towards a given	Pupils will begin to	Pupils will develop	Pupils will
target	develop accuracy	technique and find	confidently
	over shorter	success from	demonstrate
	distances aiming	different distance	technique aiming at
	towards a still target	towards a still target	still/ moving target
			with accuracy
To accurately pass	2	3	4
and receive a range	Pupils will begin to	Pupils will begin to	Pupils will be able to
of balls	understand a range	explore different	demonstrate a
	of pass and	ways of passing and	range of accurate
	receiving	receiving over	passing and close
	techniques,	different distances	control over a range
To fourth out in our case	following guidance	with a range of balls	of distances
To further increase	Z Describe coill become	Describe will be able to	D. veile will
their understanding	Pupils will have an	Pupils will be able to	Pupils will
of space	awareness of the	demonstrate a	confidently demonstrate
	space around them,	change in pace to move into the	acceleration and
	and begin to move as an individual into		
		available space in different scenarios	agility when moving into space away
	the space	different scenarios	from others
To pass a ball using	2	3	11 OTH OTHERS
different parts of the	Pupils will begin to	Pupils will begin to	Pupils will perform a
body	follow	explore various	range of passes,
	demonstration and	ways of passing a	using different body
	guidance	ball using different	parts, with accuracy
	surrounding a range	body parts, levels	and control, aiming
	of basic passing	and speeds towards	towards a still, and
	techniques	a still target	moving, target
To receive a ball	2	3	4
using different parts	Pupils will explore	Pupils will	Pupils will
of the body	different ways of	demonstrate control	confidently
	receiving/	when receiving balls	demonstrate
	controlling a ball	at different speeds	controlling a ball
	using different body	and levels with	using different body
	parts	different parts of	parts with
		their body	continuous success



#### YEAR 2 GROUPS GAMES

- To be able to work effectively within a small group.
- To attempt to create a group game using small equipment.
- To develop agility and co-ordination.
- To negotiate space effectively in group games.
- To develop co-ordination when running.

To be able to work	2	3	4
effectively within a	Pupils will begin to	Pupils will	Pupils will confidently
small group	understand	demonstrate	adopt a range of roles
	different roles in a	cohesion in a group,	within a group,
	group and start to	understanding turn	achieving a common
	communicate ideas	taking and sharing	goal- communicating
_	_	ideas	and co-operating
To attempt to create	2	3	4
a group game using	Pupils will use basic	Pupils will begin to	Pupils will consider
small equipment	equipment to create	explore creative	adaptions for their
	and participate in a game- following	ways of developing a game using a	game, making it easier/ harder when
	prompts and	range of equipment	necessary, whilst
	guidance	range of equipment	developing rules and
	galadrice		equipment used
To develop agility	2	3	4
and co-ordination	Pupils will begin to	Pupils will begin to	Pupils will
	understand how to	develop technique	demonstrate control
	use their bodies to	(head up, swinging	over changing speeds
	change direction at	arms and knee	and directions on
	speed with control	drive) at different	quick commands
	(longer curved	speeds	
	changes of		
	direction)	_	
To negotiate space	2	3	4
effectively in group	Pupils will begin to	Pupils will begin to	Pupils will develop
games	think about how to	explore tactics,	strong teamwork,
	move around the	introducing	communication and
	space as a group attempting not to	positions and strategies to	co-operation skills, successfully
	group	maximise the space	introducing tactics
To develop co-	2	3	4
ordination when	Pupils will begin to	Pupils will be able to	Pupils will confidently
running	develop running	demonstrate good	demonstrate gross
J	technique, focusing	running technique,	limb co-ordination,
	on gross body co-	developing bilateral	handling equipment
	ordination and	movements and	and change in pace
	running in different	carrying equipment	whilst running
	directions	whilst moving	



#### YEAR 2 MOVEMENTS

- To run in a coordinated & fluent way over obstacles.
- Develop awareness of distance & weight.
- To throw a range of different throwing implements.
- Developing awareness of distance & height.
- To hit a ball off a tee.

To run in a co-	2	3	4
ordinated & fluent way over obstacles	Pupils will continue to demonstrate running and jumping technique,	Pupils will begin to explore run up, take off and landing and different speeds/	Pupils will confidently demonstrate fluency in movements, efficiently running/jumping over
	beginning to link movements (slowing down before and	tempos building confidence and fluency	obstacles without deviating from stride patterns
Develop awareness	after)	3	4
of distance & weight	Pupils will begin to	Pupils will be able to	Pupils will confidently
	explore a variety of different throwing equipment, exploring throwing technique	discuss the weight of equipment and the amount of power required to throw certain distances	hold and throw a range of equipment, of different weights, using appropriate technique
To throw a range of	2	3	4
different throwing implements	Pupils will begin to explore different throwing techniques using a range of different equipment	Pupils will begin to demonstrate control in throwing technique, demonstrating control using underarm	Pupils will successfully demonstrate a range of throwing techniques, using different equipment over a range of distances
Developing	2	3	4
awareness of distance & height	Pupils will follow demonstrations and guidance of how to throw equipment for height, predominantly using two hands	Pupils will continue to develop technique, using a range of equipment, continuing to develop control over the height thrown	Pupils will confidently demonstrate efficient throwing technique, both one and two handed, achieving desired height
To hit a ball off a tee	2	3	4
	Pupils will be able to strike a large ball, off a tee, with success	Pupils will begin to strike the ball into space	Pupils will achieve height, distance, and accuracy repeatedly



### YEAR 2 KICKING AND DRIBBLING

- To kick accurately towards a target.
- To travel whilst moving a ball with your feet or apparatus.
- To develop knowledge of stronger and weaker sides of the body.
- To dribble around various cones and objects.
- To kick the ball confidently with the inside of your foot.

To kick accurately	2	3	4
towards a target	Pupils will begin to	Pupils will begin to	Pupils will confidently
	develop confidence	demonstrate side	demonstrate
	when kicking a ball	foot/ laces driven	technique kicking a
	towards a stationary	strikes towards a	ball towards a
	target	stationary target	stationary and moving target
To travel whilst	2	3	4
moving a ball with	Pupils will be able to	Pupils will be able to	Pupils will confidently
your feet or	move slowly around	manipulate the	and fluently dictate
apparatus	an area, keeping a	speed and direction	the speed and
	ball close to their	of the ball, keeping	direction of a ball
	body, in isolated	the ball close to	whilst dribbling in
	practice	their body whilst	active and isolated
		dribbling	practice
To develop	2	3	4
knowledge of	Pupils will attempt	Pupils will develop	Pupils will be able to
stronger and weaker	to pass/ kick/ dribble	accuracy using both	demonstrate accuracy,
sides of the body	the ball with	sides of the body	power and control in
	dominant and	when attempting to	movements when
	weaker side of the	pass/ kick/ dribble a	using dominant and
	body with some	ball	weaker sides
To dribble around	success in isolation	3	Λ
various cones and	Pupils will attempt		A Dupile will
objects	Pupils will attempt to maintain control	Pupils will begin to work at different	Pupils will demonstrate
Objects	over a ball whilst	paces, maintaining	confidence using both
	slowly moving	control over the ball	sides, keeping the ball
	around cones, using	whilst dribbling	under close control
	dominant side	around objects	when dribbling
	dominarie side	arouna objects	around
To kick the ball	2	3	4
confidently with the	Pupils will follow	Pupils will	Pupils will
inside of your foot	visual guidance and	demonstrate control	demonstrate comfort
	demonstrations to	and accuracy when	using the inside of
	attempt to use the	using the inside of	their foot, in active
	inside of their foot,	their foot in active	and passive activities,
	passing in isolation	and passive	using both feet at
		activities	speed



#### YEAR 2 STRIKING FOR ACCURACY

- To aim, strike & follow through towards a target.
- To hit an object with varying power using a racket.
- To be able to hit a ball or object towards a partner.
- To explore a badminton racket and shuttlecock.
- To attempt a 'forearm' or 'bump' pass (Volleyball).

To aim, strike &	2	3	4
follow through	Pupils will follow	Pupils will begin to	Pupils will
towards a target	guidance and	explore different	demonstrate
	demonstration	techniques when	confidence, striking
	attempting to strike	striking, showing	accurately, with
	towards a stationary	some accuracy,	power and into
	target with some success	control, and power in shots	space towards a stationary/ moving
	Success	111 311013	target
To hit an object with	2	3	4
varying power using	Pupils will begin to	Pupils will	Pupils will
a racket	develop striking	demonstrate control	confidently strike a
	technique, showing	and accuracy	ball over a range of
	ability to strike the	striking the ball over	distances with
	ball over short	a range of distances	precision and
	distances	with some success	technique
To be able to hit a	2	3	4
ball or object	Pupils will continue	Pupils will	Pupils will
towards a partner	to show	demonstrate	demonstrate
	understanding of	control, hitting the ball towards the	developed accuracy
	striking technique, hitting the ball in the	hands/ feet/ torso of	hitting towards their partner over a range
	direction of a	a partner with	of distances
	partner	accuracy	or distarices
To explore a	2	3	4
badminton racket	Pupils will attempt	Pupils will begin to	Pupils will explore
and shuttlecock	to follow	explore different	forehand and
	demonstrations	striking techniques	backhand
	performing simple	and grips,	technique, striking
	skills (balance/ keep	introducing a rally	for accuracy, height,
	up etc.)	with a partner	and distance
To attempt a	2	3	4
'forearm' or 'bump' pass (Volleyball)	Pupils will follow demonstrations and	Pupils will continue	Pupils will
pass (volleyball)	attempt skills in	to work with a	confidently demonstrate
	isolation, either	partner, demonstrating	techniques over
	against a wall or	some control over	varying distances/
	with a partner	techniques	objects with control
	With a partition	teeriniques	Objects With Control



#### YEAR 2 RULE MAKING

- To continually develop fundamental skills.
- To take part in competitive activities.
- To begin to work as a team.
- To further develop thinking and creativity.
- To create different rules for games

To continually	2	3	4
develop	Pupils will continue	Pupils will	Pupils will
fundamental skills	to explore a range	demonstrate more	confidently
	of movements	control over their	demonstrate more
	associated to	movements and	complex/ gross
	physical literacy,	skills, showing	body movements/
	following	confidence in	skills under control
	demonstrations	movements	and with fluidity
To take part in	2	3	4
competitive	Pupils will begin to	Pupils will begin to	Pupils will succeed
activities	engage with	cope with the	in achieving goals
	elements of	demands of	whether
	competition,	competition and	independently or
	developing	demonstrate effort	as part of a team,
	independence/	and desire to	demonstrating a
T 1	teamwork	achieve a goal	range of skills
To begin to work as	2	3	4
a team	Pupils will begin to	Pupils will begin to	Pupils will
	develop	discuss tactics and	demonstrate
	communication and	take on different	excellent
	co-operation skills to	roles within a group,	communication
	achieve a common	working in	and co-operation skills, achieving
	goal	competitive scenarios	success in
		Scenarios	competition
To further develop	2	3	4
thinking and	Pupils will begin to	Pupils will adapt	Pupils will create
creativity	follow guidance and	games/ activities,	unique games/
o. o	suggestions in	modifying rules	scenarios/ rules,
	regards to rules/	where appropriate	confidently
	game creation/	and introducing	explaining and
	movements	challenge	differentiating
To create different	2	3	4
rules for games	Pupils will introduce	Pupils will introduce	Pupils will begin to
	basic rules into	a variety of rules	analyse and
	activities (similar	and stipulations	improve the rules
	rules to 'popular'	creating a unique	of an activity,
	games)	approach to an	showing creativity
		activity	and understanding



### YEAR 2 GYM - BALANCE AND CO-ORDINATION

- Travel, showing change of speed and direction.
- Develop body awareness through varying body balances.
- To perform 'Teddy bear' & 'Pencil' rolls.
- To adopt the positions 'happy cat' & 'angry cat'.
- Create, remember and perform simple movement sequences

Travel, showing	2	3	4
change of speed and	Pupils will begin to	Pupils will begin to	Pupils will
direction	follow guidance and	explore creative	demonstrate control
	performs	travel techniques,	and fluidity of
	surrounding how,	varying the level and	movements,
	and where to move	tempo of	maintaining balance
		movements	when changing speed,
			direction, and level
Develop body	2	3	4
awareness through	Pupils will follow	Pupils will be aware	Pupils will clearly and
varying body	instructions and	of the changes they	confidently hold rigid
balances	begin to show signs	need to make in	shape and body
	of tension and	order to hold stable	tension in a number of
	rigidness within	balances for greater	balances over
	balances	lengths of time	different levels for a
			greater length of time
To perform 'Teddy	2	3	4
bear' & 'Pencil' rolls	Pupils will attempt	Pupils will develop	Pupils will
	to follow guidance	confidence	demonstrate control
	and demonstrations	performing both	and tension in their
	and will be able to	rolls with some	rolls, performing at
	link movements	control and fluidity	different speeds with
	associated to the	in their movements	rigid shape and
	rolls		balance
To adopt the	2	3	4
positions of 'happy	Pupils will be able to	Pupils will be able to	Pupils will confidently
cat' & 'angry cat'	follow	hold both shapes	hold shapes, showing
	demonstrations	with control,	a sense of creativity in
	holding similar	developing simple	transitioning in and
	shapes for short	transitions into the	out of the shapes
	time	shapes	
Create, remember,	2	3	4
and perform simple	Pupils will begin to	Pupils will develop	Pupils will
movement	follow prompts and	routines with more	demonstrate control
sequences	guidance into simple	complex	and confidence in
	routines with small	movements and	developing complex
	balances/ travel etc.	balances	sequences



#### YEAR 2 GYM - 2-D AND 3-D SHAPES

- To control my body whilst balancing & travelling.
- To turn whilst jumping.
- To consolidate the positions front, back & side support.
- To think of more than one way to create a sequence which follows a s'rules'.
- To climb safely.

To control my body	2	3	4
whilst balancing &	Pupils will be able to	Pupils will hold	Pupils will maintain
travelling	maintain stability	shape, and maintain	balance and control
	when attempting	balance in a number	in shapes/
	simple balances and	of poses/	movements/
	travelling/	movements with	methods of travelling
	movements	increasing difficulty	demonstrating
	_	_	creativity
To turn whilst	2	3	4
jumping	Pupils will be able to	Pupils will explore	Pupils will show
	perform up to	different speeds in	control in their
	180degree turns	which they can	jumps-
	when performing	perform turns in the	demonstrating
	simple jumps	area, whilst holding	creativity in shapes,
		different shapes	and spinning
To consolidate the	2	3	360degrees
positions front,	Pupils will follow	Pupils will be able to	Pupils will show
back, & side support	guidance and	show some control	control when
	demonstration to	and balance in	transitioning into
	attempt support	holding these	these positions,
	positions	positions	whilst maintaining
			balance and control
To think of more	2	3	4
than one way to	Pupils will be able to	Pupils will begin to	Pupils will
create a sequence	follow simple	explore more	demonstrate
which follows a set	commands (1x-	complex routines	creativity in
of 'rules'	balance, travel, and	following a set	sequences, ensuring
	roll)	pattern of	there is a set pattern
		movement	of movements/
			balance/ apparatus
			use
To climb safely	2	3	4
	Pupils will be able to	Pupils will begin to	Pupils will show
	follow commands of	explore safe ways of	control in creative
	safe use getting on	climbing on and off	movements on and
	and off of apparatus	with control	off climbing
			apparatus



### YEAR 2 GYM - FAMOUS PEOPLE

- To take weight on different body parts.
- To develop knowledge of balance on large & small body parts.
- To adopt the positions forward and side lunge.
- To transition between positions 'Cup' & 'Saucer'.
- To set up apparatus safely and securely.

To take weight on	2	3	4
different body parts	Pupils will begin to	Pupils will begin to	Pupils will
	explore a range of	develop control	demonstrate clear
	simple gross limb	when balancing,	tension and balance,
	balances holding	exploring different	when maintaining
	with some control	levels and body	stability in a range
		parts	of balances across
To dayolon	2	3	different levels
To develop knowledge of	2 Dupils will attempt		Pupile will
balance on large &	Pupils will attempt to follow guidance	Pupils will use creativity to explore	Pupils will demonstrate control
small body parts	and demonstration	a range of balances	throughout balances
Sman body parts	of a range of simple	using different body	across different
	balances	parts	levels, using
		P 3. 33	different body parts
To adopt the	2	3	4
positions forward	Pupils will attempt	Pupils will be able to	Pupils will develop
and side lunge	to follow guidance	follow the two lunge	creative ways of
	and demonstrations	shapes with control,	moving in to and out
	of the two lunge	exploring ways of	of lunge positions
	positions with some	transitioning into	with control and
	control	the positions	fluidity
To transition	2	3	4
between positions	Pupils will attempt	Pupils will be able to	Pupils will explore
'Cup' & 'Saucer'	to follow	transition into the	creative ways of
	demonstrations of the two positions,	'cup' and 'saucer'	transitioning in to and out of the two
	showing some	position, holding with stability and	positions, whilst
	understanding of	consistency	maintaining control
	how to balance	consistency	and tension
To set up apparatus	2	3	4
safely and securely	Pupils will be able to	Pupils will be able to	Pupils will be able to
	follow guidance and	set up apparatus	discuss how to set
	support to help set	following a set	up equipment,
	up gymnastics	layout, beginning to	setting up in creative
	equipment and	explore creative	ways and safely
	support storing it	ways of setting up	storing equipment
	away	an area	away



### YEAR 2 DANCE - THE UK TRADITIONAL DANCES

- Able to demonstrate star and arch shapes.
- Able to demonstrate folk dance actions.
- Able to demonstrate happy and energetic dynamics.
- Able to use the space to create different formations.
- Able to develop relationships folk dance moves with a partner

Able to demonstrate	2	3	4
star and arch shapes	Pupils will be able to copy	Pupils will begin to demonstrate control	Pupils will fluidly and fluently move
	demonstrations and	and tension in these	into these shapes,
	guidance how to hold basic star and	shapes, exploring different ways of	elongating movements and
	arch shapes	moving into these	demonstrating
		shapes	tension
Able to demonstrate	2	3	4
folk dance actions	Pupils will be able to follow	Pupils will be able to link movements	Pupils will create a number of different
	demonstrations and	together, starting to	steps, building a
	repeat a small	develop a small	sequence, holding a
	number of simple	routine	number of shapes
	actions		
Able to demonstrate	2	3	4
happy and energetic	Pupils will begin to	Pupils will begin to	Pupils will demonstrate clear
dynamics	develop a sense of character and	explore happy movements, whilst	understanding of
	musicality, showing	maintaining a sense	'happy and
	happy emotions	of character	energetic'
			movement and
			characters
Able to use the	2	3	4
space to create different formations	Pupils will be able to	Pupils will develop	Pupils will fluidly transition into
different formations	walk in pairs/ threes in order to form	creative ways of forming formations	different formations,
	different shapes and	and moving into	using space
	small sequences	space with partners/	provided, whilst
		groups	developing
			musicality
Able to develop	2	3	4
relationships- folk	Pupils will be able to	Pupils will begin to	Pupils will
dance moves with a partner	develop small sequences with a	create individual sequences with their	confidently create complex sequences,
partite	partner, following	partner following a	counting beats,
	guidance and	theme/ idea/ story	creating character
	support	_	with their partner



### YEAR 2 DANCE- FICTIONAL CHARACTERS - PIRATE

- Able to demonstrate treasure shapes.
- Able to demonstrate pirate actions.
- Able to move with strong and fierce dynamics.
- Able to demonstrate different levels (low / medium / high).
- Able to develop relationships contact work in boats.

Able to demonstrate	2	3	4
treasure shapes  Able to demonstrate	Pupils will follow guidance and demonstrations attempting to replicate treasure shapes	Pupils will begin to demonstrate creativity in their movements and poses following the treasure theme	Pupils will hold creative shapes, with tension and fluidly move in and out of shapes with control, beginning to tell a story
pirate actions	Pupils will begin to	Pupils will begin to	Pupils will
	develop a sense of character, following basic movements associated to pirates	develop their pirate character, introducing different poses/ movements/ facial expressions	confidently and creatively further develop character linking movements and creating a small sequence
Able to move with	2	3	4
strong and fierce dynamics	Pupils will understand what is meant by strong and fierce, and begin to follow demonstrations	Pupils will create static poses and dynamic movements associated with strong and fierce	Pupils will begin to develop a sequence/ movement pattern, maintaining a strong and fierce character, using facial expressions/ gross limb movements
Able to demonstrate	2	3	4
different levels (low/ medium/ high)	Pupils will be able to explore different levels, performing simple movements/ travels/ poses	Pupils will begin to transition between levels in their movements	Pupils will show control and fluency in transitions between movements
Able to develop	2	3	4
relationships- contact work in boats	Pupils will be able to develop small sequences with a partner, following guidance and support	Pupils will begin to create individual sequences with their partner following a theme/ idea/ story	Pupils will confidently create complex sequences, counting beats, creating character with their partner



#### PAR 2 DANCE - ANIMALS - DANGEROUS

- Able to create shapes to represent a dangerous animal.
- Able to demonstrate clawing tiger actions.
- Able to move demonstrating fierce dynamics.
- Able to use the space to create an entrance.
- Able to develop relationships action and reaction in George and the Dragon fight.

Able to create	2	3	4
shapes to represent	Pupils will be able to	Pupils will begin to	Pupils will introduce a
a dangerous animal	name some	develop character,	range of themes;
	dangerous animals,	introducing noises/	hunting, pouncing,
	and perform some	facial expressions	attacking etc.
	movements	on top of developed	understanding and
	associated	actions	maintaining character
Able to demonstrate	2	3	4
clawing tiger actions	Pupils will be able to	Pupils will begin to	Pupils will explore
	demonstrate some	explore different	different levels and
	clawing actions	ways of moving	speeds when
	following staff	around the area	performing the clawing
	guidance and	performing the	tiger, introducing
	demonstration	clawing tiger action	expression
Able to move	2	3	4
demonstrating	Pupils will	Pupils will create	Pupils will begin to
fierce dynamics	understand what is	static poses and	develop a sequence/
	meant by strong and	dynamic	movement pattern,
	fierce, and begin to	movements	maintaining a strong
	follow	associated with	and fierce character,
	demonstrations	strong and fierce	using facial
			expressions/ gross limb
			movements
Able to use the	2	3	4
space to create an	Pupils will be able to	Pupils will begin to	Pupils will react to
entrance	follow guidance,	introduce creativity	music, starting at
	following prompts	into movements,	different levels/ poses/
	to create a simple	developing a	dynamics when making
	entrance	starting pose	an entrance
Able to develop	2	3	4
relationships- action	Pupils will be able to	Pupils will begin to	Pupils will confidently
and reaction in	develop small	create individual	create complex
George and the	sequences with a	sequences with their	sequences, counting
Dragon fight	partner, following	partner following a	beats, creating
	guidance and	theme/ idea/ story	character with their
	support		partner



#### YEAR 3 PASSING FOR POSSESSION

- To be able to pass a ball accurately and with speed.
- To be able to catch a ball consistently.
- To be able to pass with control and technique.
- To further increase their understanding of space.
- To work collaboratively within a small group.

To be able to pass	2	3	4
a ball accurately and with speed  To be able to catch	Pupils will begin to use basic technique, passing a ball to a partner in isolated practice over short distances	Pupils will begin to vary the range of passing, developing technique, demonstrating some control	Pupils will accurately pass to a partner/ teammate with increased success in isolated and active practice
a ball consistently	Pupils will begin to show consistency catching a (large/ soft) ball over short distances- either self- serve or isolated with a partner	Pupils will continue to explore single and double handed catches over increasing distances with some control	Pupils will confidently demonstrate single and double handed catches in isolated and competitive activities with continued success
To be able to pass	2	3	4
with control and technique	Pupils will begin to explore simple passing and control technique, over short distances with some control in isolation with a partner	Pupils will develop confidence using a range of passing and controlling techniques, extended distances and the difficulty of the activity	Pupils will demonstrate control in both passing and controlling techniques in competitive scenarios with confidence
To further increase	2	3	4
their understanding of space	Pupils will begin to explore moving into space- following prompts and guidance	Pupils will begin to 'attack' space, understanding where and when to move into it	Pupils will begin to support others moving into space, whilst 'attacking' space
To work	2	3	4
collaboratively within a small group	Pupils will continue to develop communication and cooperation skills following other pupils guidance	Pupils will continue to take on different roles within a group working towards a common goal	Pupils will confidently operate in a number of different roles whilst achieving success as a group



#### YEAR 3 STRIKING AND EXPLORING

- To be able to strike a ball with some accuracy.
- To vary the speed and direction of a ball.
- Perform the basic skills needed for the games with control and consistency.
- Describe what is successful in their own and other's play.
- To develop understanding of distance and power when striking.

2	3	4
Pupils will begin to explore different ways of striking a	Pupils will continue to explore striking techniques over	Pupils will begin to transfer skills into competitive
ball in isolated practice, aiming for targets close by	different distances aiming for	practices, aiming for a target/ space with consistency and
targets crose by	targets	control
2	3	4
Pupils will begin to understand technique	Pupils will develop consistency in striking the ball with	Pupils will confidently strike the ball into space-
distance and power when striking a ball	manipulating the direction of travel	varying the speed and direction depending on the activity/ goal
2	3	4
Pupils will follow demonstrations/ guidance and attempt to perform key basic skills in game activities  2 Pupils will be able to discuss some basic skills and	Pupils will explore how the develop basic skills and introduce creativity into gameplay scenarios  3 Pupils will begin to analyse others play- highlighting skills	Pupils will consistently perform a range of basic and developed skills with success in a range of gameplay scenarios  4 Pupils will analyse both, theirs, and others,
associated to their own performance	well with confidence	performance, suggesting basic strengths and weaknesses
2	3	4
Pupils will begin to develop range when striking a ball towards a target over increasing distances with some	Pupils will develop technique in order to maximise potential distance and power when striking a stationary	Pupils will be able to strike a moving ball with varying power in competitive scenarios, striking into space and away from fielders
	Pupils will begin to explore different ways of striking a ball in isolated practice, aiming for targets close by  2 Pupils will begin to understand technique surrounding distance and power when striking a ball  2 Pupils will follow demonstrations/ guidance and attempt to perform key basic skills in game activities  2 Pupils will be able to discuss some basic skills and movements associated to their own performance  2 Pupils will begin to develop range when striking a ball towards a target over increasing	Pupils will begin to explore different ways of striking a ball in isolated practice, aiming for targets close by  2



#### YEAR 3 BEING AN ATHLETE

- To attempt to throw a shot putt using the rotation technique.
- To consolidate different throwing techniques.
- To attempt a javelin throw with correct technique.
- To be able to pass & receive a relay baton.
- Continually develop awareness of distance.

To attempt to throw	2	3	4
a shot putt using the	Pupils will	Pupils will begin to	Pupils will confidently
rotation technique	demonstrate some	attempt the rotation	demonstrate the
	understanding of	technique,	rotation technique,
	the rotation, but will	developing footwork	releasing the 'shot' in a
	develop shot putt	and control of speed	forward direction after
	technique from standing start	in order not to over rotate	the rotation
To consolidate	Starium g start	70tate 2	Λ
different throwing	Pupils will attempt a	Pupils will	Pupils will be able to
techniques	range of different	demonstrate	discuss technique with
teeriniques	throwing techniques	understanding of a	confidence, alongside
	with some success	range of throwing	performing a range of
	(limited technique)	techniques with	techniques with
		developing success	control
To attempt a javelin	2	3	4
throw with correct	Pupils will begin to	Pupils will	Pupils will be able to
technique	explore grip and	demonstrate	confidently discuss
	throwing technique	understanding of	technique and
	associated to the	the javelin throw	perform the skill with
	javelin throw	technique and	control and fluidity
		perform with	beginning to record
= 1 11 .		increasing success	distances
To be able to pass &	2	3	4
receive a relay baton	Pupils will develop	Pupils will begin to	Pupils will be able to
	understanding of	exchange the baton	perform the hand
	baton grip, carrying the baton and	whilst on the move (both runner and	over with control and fluency at various
	passing the baton	pupil who will	speeds, developing
	over (at walking	receive the baton)	ideas of handover
	pace)	with control	zones
Continually develop	2	3	4
awareness of	Pupils will begin to	Pupils will begin to	Pupils will be able to
distance	name and discuss	remember key	use key words such as
	some distances	distances/ times	'power', 'speed',
	associated to	associated to track	'strength' when
	athletics (track and	and field (world	discussing distance &
	field)	records)	world records



#### YEAR 3 DRIBBLING TO INVADE

- Develop their dribbling skills with a stick and/or a ball.
- To use space within the pitch area.
- To develop knowledge of attacking whilst invading.
- To consolidate dribbling with a football.
- To attempt to keep possession whilst dribbling

Develop their	2	3	4
dribbling skills with	Pupils will begin to	Pupils will begin to	Pupils will show control
a stick and/ or a ball	develop confidence	develop 'close'	and confidence when
	when dribbling when using	control when using dominant side and	dribbling with stronger and weaker side of their
	dominant side of	develop confidence	body maintaining 'close
	their body, with	using their weaker	control'
	some control	side/ foot	
To use space within	2	3	4
the pitch area	Pupils will begin to	Pupils will begin to	Pupils will be able to
	understand the	find attacking	maximise the space
	dimensions of the pitch, basic positions	positions on the pitch, moving into	available on the pitch, whether attacking
	and where they can	space in competitive	space or playing a ball
	find space	scenarios	into space
To develop	2	3	4
knowledge of	Pupils will begin to	Pupils will develop	Pupils will demonstrate
attacking whilst	develop	confidence in a	confidence in a number
invading	understanding on	number of attacking	of attacking scenarios,
	basic attacking positions and tactics	positions, and begin to develop tactical	achieving success
	in passive scenarios	decision making	consistently
To consolidate	2	3	4
dribbling with a	Pupils will show	Pupils will begin to	Pupils will confidently
football	control over moving	develop confidence	demonstrate control
	the ball using the	using weaker foot, in	over dribbling the ball,
	dominant side of	isolation, as well as	with both feet, keeping
	their body in	developing control in competitive	it close to their body in competition
	isolated practices	scenarios with	competition
		dominant foot	
To attempt to keep	2	3	4
possession whilst	Pupils will be able to	Pupils will begin to	Pupils will confidently
dribbling	maintain possession	maintain possession	maintain possession in
	in overload style	in equal sides games	competitive scenarios,
	activities with some	understanding space around the	attacking space
	success	pitch	
		piccii	



#### YEAR 3 OVER THE NET

- To identify & describe some rules of tennis & badminton.
- To consolidate the underarm serve technique.
- To explore forehand hitting.
- To move towards a ball or object before striking it.
- To explore the 'serve' technique (volleyball/badminton).

ſ	To identify &	2	3	4
	describe some rules	Pupils will be able to	Pupils will be able to	Pupils will confidently
	of tennis &	name some of the	discuss court	discuss rules
	badminton	basic rules	boundaries and	associated to tennis &
		associated to the	some of the	badminton and
		sports (scoring,	techniques	attempt to umpire
		bounces allowed	associated to tennis	some gameplay
		etc.)	& badminton	game game
•	To consolidate the	2	3	4
	underarm serve	Pupils will be able to	Pupils will develop	Pupils will successfully
	technique	perform the	height, power and	perform the underarm
		underarm technique	accuracy, hitting	serve technique over a
		in isolation, aiming	over small nets,	net in isolated and
		at a close target	developing a feel for	competitive scenarios
		(develop accuracy)	gameplay	with control and
				accuracy
	To explore forehand	2	3	4
	hitting	Pupils will begin to	Pupils will be able to	Pupils will
		develop the 'feel' for	demonstrate some	demonstrate control
		the forehand	control and	over the forehand
		technique, hitting	consistency when	technique in isolated
		the ball with some	using the forehand	and competitive
		success (self-serve/	technique with a	games, using
		off a tee)	partner	forecourt and
	<del>-</del>			backcourt
	To move towards a	2	3	4
	ball or object before	Pupils will begin to	Pupils will develop	Pupils will
	ctriking it	manus taurarda an	annfi dan an	dama a maturata da metual
	striking it	move towards an	confidence	demonstrate control
	striking it	object, at walking	approaching a ball	and confidence when
	striking it	object, at walking pace, and	approaching a ball at different speeds	and confidence when approaching a ball at
	striking it	object, at walking pace, and concentrate on	approaching a ball at different speeds before striking with	and confidence when approaching a ball at pace and successfully
		object, at walking pace, and	approaching a ball at different speeds before striking with some accuracy	and confidence when approaching a ball at pace and successfully striking
	To explore the	object, at walking pace, and concentrate on technique to strike	approaching a ball at different speeds before striking with some accuracy	and confidence when approaching a ball at pace and successfully striking
	To explore the 'serve' technique	object, at walking pace, and concentrate on	approaching a ball at different speeds before striking with some accuracy  3 Pupils will begin to	and confidence when approaching a ball at pace and successfully striking  4 Pupils will be able to
	To explore the	object, at walking pace, and concentrate on technique to strike  2 Pupils will begin to	approaching a ball at different speeds before striking with some accuracy  3 Pupils will begin to perform the serve	and confidence when approaching a ball at pace and successfully striking  4 Pupils will be able to successfully perform
	To explore the 'serve' technique (volleyball/	object, at walking pace, and concentrate on technique to strike  2 Pupils will begin to follow	approaching a ball at different speeds before striking with some accuracy  3 Pupils will begin to perform the serve technique to a	and confidence when approaching a ball at pace and successfully striking  4 Pupils will be able to
	To explore the 'serve' technique (volleyball/	object, at walking pace, and concentrate on technique to strike  2 Pupils will begin to follow demonstrations of	approaching a ball at different speeds before striking with some accuracy  3 Pupils will begin to perform the serve technique to a partner under	and confidence when approaching a ball at pace and successfully striking  4  Pupils will be able to successfully perform the serve technique in
	To explore the 'serve' technique (volleyball/	object, at walking pace, and concentrate on technique to strike  2 Pupils will begin to follow demonstrations of basic serve	approaching a ball at different speeds before striking with some accuracy  3 Pupils will begin to perform the serve technique to a	and confidence when approaching a ball at pace and successfully striking  4 Pupils will be able to successfully perform the serve technique in isolation and in



#### YEAR 3 THINKING ALOUD

- To place trust in teammates.
- To develop problem solving skills.
- To create and recognise some map symbols.
- To develop basic map reading skills.
- Work cooperatively to solve group/paired challenges

To place trust in	2	3	4
teammates	Pupils will begin to develop basic communication and cooperation skills within a small group in activities	Pupils will continue to develop teamwork skills, allowing others to take responsibility in leadership roles (and follow instructions)	Pupils will be able to confidently work in a number of different roles within a teamachieving common goals and working together successfully
To develop problem	2	3	4
solving skills	Pupils will begin to think about actions in order to overcome a problem with some success	Pupils will take their time to consider a range of problem- solving skills, achieving increasing success	Pupils will continuously collaborate, adopt and adapt a range of strategies to solve a range of problems/ obstacles
To create and	2	3	4
recognise some map symbols	Pupils will be able to highlight large objects, using a key, found on a map	Pupils will begin to discuss what some more developed objects, and some basic pathways, are following a key	Pupils will confidently discuss a key and where the objects/ pathways can be found on a map
To develop basic	2	3	4
map reading skills	Pupils will be able to follow a simple map, following a clear pathway whilst pointing out some features of the map	Pupils will be able to discuss points of the compass and give basic directions when following a map	Pupils will begin to introduce a compass, giving basic directions, whilst following a route on a map
Work cooperatively	2	3	4
to solve group/ paired challenges	Pupils will continue to develop communication and cooperation skills and solve problems with some success	Pupils will begin to discuss ideas within a group, attempting trial and error learning as a group, cooperating to succeed	Pupils will confidently succeed within a group; discussing, collaborating, cooperating successfully



#### YEAR 3 GYM - JUMPING 'SPLASHING RIVERS'

- To be able to perform some basic jumps.
- To demonstrate shapes whilst in the air.
- To develop knowledge of 'take off'.
- To develop knowledge of 'landing'.
- To change direction whilst jumping

To be able to	2	3	4
perform some basic	Pupils will attempt	Pupils will	Pupils will attempt
jumps	to follow guidance	demonstrate control	jumps from
	and demonstrations	in their jumps,	standing/ elevated
	and attempt some	holding tension and	positions, holding
	basic jumps,	beginning to	rigid shapes and
	beginning to hold	straighten limbs to	tension from
	shape	achieve shape	immediately after
			take off to landing
To demonstrate	2	3	4
shapes whilst in the	Pupils will begin to	Pupils will begin to	Pupils will
air	show control over	explore a range of	confidently
	jumps, and begin to	creative shapes they	demonstrate a
	explore different	can hold in the air,	range of shapes,
	ways to create	developing control	holding tension and
	shapes in the air	and tension when	control whilst in the
		performing	air (jumping from
			floor or elevated)
To develop	2	3	4
knowledge to 'take	Pupils will attempt	Pupils will begin to	Pupils will
off'	to follow guidance	link movements,	demonstrate control
	and demonstrations	and introduce	when taking off
	of different ways to	creativity into the	from a number of
	take off (standing/	ways that they can	creative ways at
	run up)	take off	different levels
To develop	2	3	4
knowledge of	Pupils will begin to	Pupils will begin to	Pupils will
'landing'	develop double	explore a variety of	demonstrate control
	footed landing	ways to 'land' at	in a range of
	technique from	different levels, on	different landing
	jumps and leaps	different bases, at	positions, whilst
T 1 1:	with some control	different speeds	maintaining stability
To change direction	D offer the second	3	4 D - 11- 11
whilst jumping	Pupils will begin to	Pupils will begin to	Pupils will
	explore 90-180	explore 180-360	consolidate take-off
	degree turns whilst	degree turns whilst	and landing
	in the air- taking off	in the air-	techniques whilst
	from the ground	developing control	successfully
		I	-44
	and small apparatus	and landing	attempting 360 turns in the air



#### YEAR 3 GYM - SYMMETRICAL SHAPES

- To build strength through pushing & pulling motions.
- To perform with developing symmetry.
- To use a change of direction in between jumps.
- To copy and add to a shape.
- To find different ways to exit and enter apparatus

To build strength	2	3	4
through pushing &	Pupils will begin to	Pupils will begin to	Pupils will maintain
pulling motions	follow	explore tension	control and tension in
	demonstration and	within their	'pushing' & 'pulling'
	guidance to perform	movements across	movements across a
	a range of 'pushing'	different levels and	range of levels and
	& 'pulling' motions	apparatus	apparatus
To perform with	2	3	4
developing	Pupils will begin to	Pupils will	Pupils will
symmetry	work with a partner,	understand the	demonstrate control,
	following guidance	term mirror and	tension and mirror-
	and demonstrations	begin to explore	technique performing
	to hold simple	different shapes	complex balances with
	balances & poses	'mirroring' their	their partners
T	2	partner successfully	successfully
To use a change of	D. veila vill la sein ta	Development	Describe will affectle solve
direction in between	Pupils will begin to think about how	Pupils will develop	Pupils will effortlessly transition in between
jumps		creative ways of	
	they can transition between jumps	changing direction after landing, whilst	jumps, showing creative ways of
	using a stop-start	demonstrating	changing direction
	approach	some control in	under control
	арргоасп	movements	under control
To copy and add to	2	3	4
a shape	Pupils will be able to	Pupils will	Pupils will add creative
	add simple shapes	remember a	shapes, whilst
	to a sequence	sequence of shapes,	maintaining tension
	following prompts	whilst adding new	and control as part of
	and guidance	shapes under	a sequence
		control	'
To find different	2	3	4
ways to exit and	Pupils will follow	Pupils will begin to	Pupils will show clear
enter apparatus	guidance and	explore creative	control and tension in
	demonstrations of	ways of transitioning	movements on/ off
	simple ways of	on/ off apparatus	apparatus with
	entering/ exiting	with control in	creative links to their
	apparatus	movements	next balance



#### YEAR 3 GYM - TRAVELLING ROMANS

- To travel in creative ways.
- To form different 'Bridges'.
- To work collaboratively whilst mirroring travel.
- To consolidate different rolling techniques.
- To perform 'Shoulder stand' and 'Straddle' positions.

To travel in creative	2	3	4
ways	Pupils will begin to	Pupils will explore	Pupils will demonstrate
	follow prompts and	creative movements	clear control over
	guidance of	across apparatus/	creative methods of
	different methods of	mats/ areas, sharing	travel around areas,
	travel around an	ideas and showing	over different levels
To form different	area 2	some control	4
'bridges'	Pupils will be able to	Pupils will begin to	Pupils will demonstrate
bridges	follow guidance and	explore different	clear control and
	demonstrations to	ways in which they	stability in their bridge
	perform simple	can form 'stable'	formations, showing
	bridge shapes with a	bridges with	creativity and
	partner	partners, to allow	understanding of how
		pupils to cross over	pupils can move over/
		and under	under
To work	2	3	4
collaboratively	Pupils will begin to	Pupils will begin to	Pupils will demonstrate
whilst mirroring	match their partners	explore different	clear understanding of
travel	movements whilst	poses/ movements	'mirror' technique,
	travelling, showing	with a partner,	holding poses/ shapes/
	some elements of	matching movements with	movements with control and precision
	symmetry	increasing control	control and precision
To consolidate	2	3	4
different rolling	Pupils will be able to	Pupils will	Pupils will confidently
techniques	perform basic rolling	demonstrate control	demonstrate control
	techniques,	over basic rolls,	and tension when
	following guidance	developing	perform a range of
	and support	confidence of more	different rolls
		complex rolls	
To perform	2	3	4
'Shoulder stand' and	Pupils will begin to	Pupils will be able to	Pupils will creatively
'Straddle' positions	follow	maintain both	move into the two
	demonstrations and	positions with some	positions, whilst
	guidance to hold the two shapes with	control, beginning to	maintaining control and tension in the shapes
	LWO SHADES WILL	show transition into	r tension in the shapes
	some control	positions	



#### YEAR 3 DANCE - STYLE - BOLLYWOOD

- Able to express happy dynamics.
- Able to demonstrate physical skill -looking at the hands whilst dancing.
- Able to demonstrate Bollywood technique 'mudras' and arm gestures.
- Able to demonstrate relationships -unison and canon.
- Able to create an illusion 1 person with 6 arms.

Able to express	2	3	4
happy dynamics	Pupils will begin to describe what happy	Pupils will begin to move in time to	Pupils will be able to count beats, developing
	movements look	music whilst	a 'happy character'
	like, and follow some	demonstrating happy emotions and	moving around with confidence and timing
	demonstrations and	movements	
	guidance		
Able to demonstrate	2	3	4
physical skill-	Pupils will begin to	Pupils will begin to	Pupils will confidently
looking at the hands whilst dancing	follow movements	develop some confidence when	perform sequences, in
Willist dancing	and sequences, concentrating on	performing	time to music, focusing on hand movements &
	hand positions and	sequences, focusing	remembering steps/
	demonstrations	on hand movements	routine
		rather than prompts	
Able to demonstrate	2	3	4
Bollywood	Pupils will be able to	Pupils will begin to	Pupils will confidently
technique- 'mudras' and arm gestures	follow	demonstrate	demonstrate
and anni gestures	demonstrations of simple arm	techniques with increasing	techniques, in time to music whilst
	gestures, beginning	confidence, in time	maintaining a happy
	to follow beats of	to music following	character
	music	prompts	
Able to demonstrate	2	3	4
relationships-	Pupils will begin to	Pupils will begin to	Pupils will perform
unison and canon	work in small groups	work in bigger	canon and unison in
	introducing simple canon and unison	groups, introducing canon and unison in	time to music, with control and precision.
	techniques,	creative ways,	Pupils will appear
	beginning to	developing	synchronised in
	perform with music	musicality	movement
Able to create an	2	3	4
illusion- 1 person	Pupils will begin to	Pupils will begin to	Pupils will be able to
with 6 arms	understand	practice this in time	successfully and
			,
	illusion	to create the illusion	
with 6 arms	formation and their role in creating an	to music, showing understanding how	fluently perform the illusion in time to music with control



#### YEAR 3 DANCE - HISTORY - EGYPT

- Able to move with rigid and floppy dynamics.
- Able to execute Egyptian-style actions.
- Able to develop relationships contact and balance with partner.
- Able to demonstrate isolations with the head and shoulders.
- Able to demonstrate and create 2-dimensional shapes.

Able to move with	2	3	4
rigid and floppy	Pupils will be able to	Pupils will begin to	Pupils will
dynamics	follow	explore different	demonstrate fluidity
	demonstrations of	types of rigid and	in floppy
	some simple rigid	floppy movements,	movements and
	and floppy	beginning to	tension in rigid
	movements with	introduce in time to	movements in time
	some control	music	to music with
Able to execute	2	3	control <u>4</u>
Egyptian-style	Pupils will begin to	Pupils will begin to	Pupils will
actions	follow	explore different	demonstrate
	demonstrations and	movements,	musicality and
	discuss what	developing simple	introduction of
	movements could	poses and prompts	creative Egyptian-
	look like from	from	style movements to
	prompts	demonstrations	music
Able to develop	2	3	4
relationships-	Pupils will begin to	Pupils will begin to	Pupils will be able to
contact and balance	develop simple	explore a range of	transition and
with partner	balances and	different balances	sequence
	movements with a	and movements	movements with a
	partner	with a partner,	partner effortlessly
		introducing music	and fluidly in time to
Able to demonstrate	2	2	music
isolations with the	Pupils will begin to	Pupils will begin to	Pupils will show
head and shoulders	follow staff	explore isolated	control and timing in
	demonstrations	movements in time	isolated
	when introduced to	to music developing	movements,
	isolated movements	a sense of rhythm	developing
	with some	and tempo	character working to
	understanding		a beat
Able to demonstrate	2	3	4
and create 2-	Pupils will begin to	Pupils will begin to	Pupils will
dimensional shapes	follow prompts,	explore different	incorporate 2-D
	resources, and	ways of holding 2-D	shapes into routine
	guidance to create	shapes following an	working alongside
	simple 2-D shapes	Egyptian theme	music



#### YEAR 3 DANCE - SCIENCE - MAGNETS

- Able to demonstrate force and tension dynamics.
- Able to demonstrate connecting body part actions.
- Able to develop relationships away / towards.
- Able to develop relationships contact work.
- Able to show acceleration in speed.

Able to demonstrate	2	3	4
force and tension	Pupils will begin to	Pupils will begin to	Pupils will
dynamics	talk about what	explore different	demonstrate clear
	force & tension is,	ideas surrounding	understanding of
	and perform some	force and tension,	theme, and perform
	movements with	beginning to work	a range of static and
	guidance	alongside music	dynamic
			movements
Able to demonstrate	2	3	4
connecting body	Pupils will begin to	Pupils will explore	Pupils will begin to
part actions	explore simple	creative ways to link	demonstrate
	connecting actions,	and connect with	understanding of
	with a partner, using	partners/ small	music, creating
	large body parts to	groups in time to	connections in time
	make links	music	to a beat with
			control
Able to develop	2	3	4
relationships- away/	Pupils will continue	Pupils will continue	Pupils will
towards	to develop	to develop creative	demonstrate control
	confidence working	ideas of travelling	and relationship
	with a partner,	towards and away	with their partner,
	developing ideas of	from a partner,	moving with rhythm
	travelling towards/	using varying	at different levels,
	away	speeds and levels	tempos etc.
Able to develop	2	3	4
relationships-	Pupils will continue	Pupils will begin to	Pupils will
contact work	to develop	explore movements	demonstrate strong
	relationships with	and balances with	partner
	their partner-	their partner,	relationships,
	developing points of	maintaining contact	demonstrating
	contact	alongside music	creative contact
Ablatadada	2	2	poses/ movements
Able to show acceleration in	2 Pupils will continue	3 Pupils will explore	Pupils will
speed	to develop	how to incorporate	demonstrate control
Speed	understanding of	acceleration in	and musicality in
	changing speed/	movements and	regard to
	tempo, introducing	routines to the beat	acceleration and
	music	of music	deceleration
	music	of music	acceleration



#### YEAR 4 PASSING AND MOVING

- To know when to move within a game.
- To know when to pass during a game.
- Show an awareness of space and know how to use it in games.
- To travel using change of direction and speed easily.
- Describe what happens to their bodies when warming up.

To know when to	2	3	4
move within a game	Pupils will be able to	Pupils will begin to	Pupils will
	respond to prompts	respond to a	autonomously move
	(go, in that direction,	stimulus (whistle/	into space during a
	in space) to know	defender etc.)	game,
	when the best time	moving away from	understanding when
	is to move in games	verbal cues	and where to move
To know when to	2	3	4
pass during a game	Pupils will be able to	Pupils will begin to	Pupils will be able to
	pass the ball (with	respond to	pass the ball with
	some control)	defenders and pass	control in key areas
	during game play	when applicable in	of the pitch, building
	scenarios (uneven	game situations with	on possession and
	teams to develop	increasing success	attacking principles
	success)		with success
Show an awareness	2	3	4
of space and know	Pupils will be able to	Pupils will	Pupils will
how to use it in	point out where	understand where	confidently move
games	space is during	space is, how to	into space, reading
	games, and will	move into it, and	defenders/ evading
	begin to move into it	begin to explore this	defenders in
		in gameplay	competitive play
To travel using	2	3	4
change of direction	Pupils will be able to	Pupils will develop	Pupils will introduce
and speed easily	turn, under control,	acceleration and	a range of agility-
	and change	deceleration skills in	based techniques to
	direction and speed	order to evade a	evade defenders
	in isolation	defender	changing speed
D '1 1 .			effortlessly
Describe what	2	3	4
happens to their	·	Pupils will be able to	Pupils will begin to
bodies when	discuss basic	develop answers-	discuss heart rate
warming up	changes- out of	we breathe more to	and key words
	breathe, achy/ sore	get more oxygen	associated to the
	muscles, tiredness	around the body/ to	bodies reaction to
	etc	muscles	exercise



#### YEAR 4

- Throw an object with varying speed and accuracy.
- Throw an object or ball overarm.
- Choose appropriate positioning when fielding.
- Intercept an object or ball.
- Work collaboratively in small teams.

Throw an object with varying speed and accuracy  Pupils will be able use the underarm throwing technique towards a partner/ target from close distance exploring power  Throw an object or ball overarm  Throw an object or ball overarm  Choose appropriate  Pupils will be able use the underarm throwing technique overarm/ underarm technique throwing towards a partner/ target with developed accuracy  Throw an object or ball overarm  Throw an object or ball overarm
and accuracy  use the underarm throwing technique towards a partner/ target from close distance exploring power  Throw an object or ball overarm  Pupils will begin to explore the overarm throwing technique, achieving some success over varying distances  demonstrate over a range of distances, successfully and consistently findin a partner/ target  Pupils will continue to develop the overarm technique, showing control over accuracy and speed of throwing success
throwing technique towards a partner/ target from close distance exploring power  Throw an object or ball overarm  Pupils will begin to explore the overarm throwing technique, achieving some success over varying distances  Throw an object or ball overarm  Throw an
towards a partner/ target from close distance exploring power  Throw an object or ball overarm  Throwing technique, achieving some success over varying distances  Towards a partner/ target with target with developed accuracy  Throw an object or ball overarm  Throw an object or ball overary  Throw
target from close distance exploring power  Throw an object or ball overarm  Pupils will begin to explore the overarm throwing technique, achieving some success over varying distances  towards a partner/ target and consistently finding a partner/ target  Pupils with developed accuracy  Pupils will continue to develop the overarm technique, showing control over accuracy and distances  and consistently finding a partner/ target  Pupils will continue to develop the overarm technique, showing control over accuracy and schieving consistent success
distance exploring power target with developed accuracy  Throw an object or ball overarm  Pupils will begin to explore the overarm throwing technique, achieving some success over varying distances  distance exploring target with developed accuracy  Pupils will begin to Pupils will continue to develop the overarm technique, showing control over accuracy and distances  a partner/ target  Pupils will be able to confidently demonstrate technique, in competitive scenario achieving consistent success
Throw an object or ball overarm  Pupils will begin to explore the overarm throwing technique, achieving some success over varying distances  2  Pupils will begin to explore the overarm to develop the overarm technique, showing control over accuracy and speed of throwing success  4  Pupils will begin to explore the overarm to develop the overarm technique, in competitive scenario achieving consistent speed of throwing success
ball overarm Pupils will begin to explore the overarm to develop the throwing technique, achieving some success over varying distances  Pupils will begin to explore the overarm to develop the to develop the confidently demonstrate technique, in competitive scenario achieving consistent success
explore the overarm to develop the throwing technique, achieving some success over varying distances to develop the to develop the overarm technique, achieving technique, showing control over accuracy and achieving consistent speed of throwing success
throwing technique, achieving some success over varying distances  throwing technique, achieving some showing control over accuracy and distances  overarm technique, in competitive scenario achieving consistent success
achieving some showing control in competitive scenario over accuracy and distances speed of throwing success
success over varying over accuracy and achieving consistent speed of throwing success
distances speed of throwing success
Choose appropriate 2 3 4
positioning when Pupils will be able to Pupils will begin to Pupils will begin to rea
fielding follow guidance and develop gameplay, and adjust
position themselves understanding of positioning in relation
evenly spread out space, positioning to where the ball is
around an area themselves in gaps being struck, and beging
when fielding when fielding to encourage other
pupils to readjust
Intercept an object 2 3 4
or ball Pupils will begin to Pupils will begin to Pupils will achieve
understand the read other pupils' continuous success
requirements of movements/ pattern intercepting the ball in
positioning, and of passing and competitive practice,
develop catching position accordingly monitoring movement skills in order to in an attempt to and flight path of ball
intercept intercept
Work collaboratively 2 3 4
in small teams Pupils will continue Pupils will continue Pupils will develop
to develop to develop leadership roles
teamwork, understanding of supporting teammates
communication & different roles in a and working together to
cooperation skills in team to help achieve achieve success
a team a common goal



#### YEAR 4 RECORD BREAKING

- To jump for height & distance.
- To explore different body positions in flight.
- To jump hurdles with developing technique.
- To communicate clearly with partners & teammates.
- To locate some of the major muscles in the body.

	To jump for height &	2	3	4
	distance	Pupils will follow	Pupils will continue to	Pupils will consolidate
		demonstrations,	develop arm/ knee	technique, achieving
		jumping from a still	technique when	height and distance
		position, beginning	jumping and begin to	following a run up & still
		to understand roles	incorporate a run up	start
		of arms and knees	_	
	To explore different	2	3	4
	body positions in	Pupils will follow	Pupils will	Pupils will effortlessly
	flight	demonstrations of	demonstrate control	perform a range of
		holding simple	over developed body	different body positions
		shapes whilst in	positions whilst in	with control and tension
		flight with some control	flight, taking off stationary and with a	whilst in flight/ on the move
		COTILIOI	run up	move
	To jump hurdles	2	3	4
	with developing	Pupils will be able to	Pupils will begin to	Pupils will be able to
	technique	approach small	approach hurdles at	successfully perform the
		hurdles, stop, jump	speed, take off whilst	hurdle technique fluently
		over, land, then	running, developing	over larger hurdles,
		continue running-	hurdle technique, and	maintaining pace and
		pupils may take off	landing before	accelerating after landing
		one one/ two footed	continuing to run	
	To communicate	2	3	4
	clearly with partners	Pupils will continue	Pupils will continue to	Pupils will develop
	& teammates	to develop	develop	leadership roles
		teamwork,	understanding of	supporting teammates
		communication &	different roles in a	and working together to
		cooperation skills in	team to help achieve a	achieve success
		a team	common goal	
	To locate some of	2	3	4
	the major muscles	Pupils will be able to	Pupils will begin to	Pupils will confidently
	in the body	follow guidance/	name and point out	name key muscles/
		visual cues to point out key muscle/	key muscle/ muscle groups, beginning to	muscle groups, discussing their part in movements
		muscle groups that	discuss what happens	and some exercises to
		are used in athletic	to them during	help strengthen
		activities/	movement/ exercise	Theip sti engulen
		techniques	movement exercise	
L		teeningaes		



#### YEAR 4 DRIBBLING, MOVEMENT AND TEAMWORK

- To play games competitively.
- To develop teamwork and team play.
- To develop attacking and defending skills.
- To consolidate dribbling using a football and/or a hockey stick.
- Develop skills in finding and using space.

To play games	2	3	4
competitively	Pupils will begin to	Pupils will continue	Pupils will
	develop teamwork	to develop skills,	successfully;
	skills such as	whilst operating in a	communicate,
	communication,	number of different	collaborate, and
	cooperation, and	positions and roles	take on different
	resilience to play as part of a team	within a team to achieve success	roles within a team
	part of a team	acriieve success	in competition/ games
To develop	2	3	4
teamwork and team	Pupils will begin to	Pupils will continue	Pupils will
play	develop simple	to explore different	consistently achieve
	passing, attacking,	tactics, building in	success as a team,
	and defending drills	competition,	developing basic
	in isolation within a	achieving increasing	tactical awareness
	team	success as a team	and developing
			cohesion
To develop attacking	2	3	4
and defending skills	Pupils will be able to	Pupils will continue	Pupils will continue
	follow basic	to explore different	to develop tactical
	overload/ uneven	roles and strategies	awareness and
	team activities in	in attacking and	adjust attacking and
	order to develop	defending activities,	defending tactics
	some attacking and	introducing into	accordingly in
To concelidate	defending skills	gameplay	competitive activity
To consolidate dribbling using a	Dunila will be able to	3	A Dunila will
football and/ or a	Pupils will be able to demonstrate basic	Pupils will explore using dominant/	Pupils will demonstrate control
hockey stick	skills using	weaker side/ foot in	and comfort using
Hockey Stick	dominant foot/ side	isolation before	each side/ foot
	of the body in	transferring into	when dribbling in
	isolation	competitive play	competitive play
Develop skills in	2	3	4
finding and using	Pupils will continue	Pupils will develop	Pupils will be able to
space	to develop	tactical	transfer knowledge
	awareness of the	understanding of	and understanding
	space that is	moving into space/	into competitive
	available in different	attacking space	play, constantly
	areas/ pitches	with/ without a ball	moving into space



#### YEAR 4 RETURNING

- To develop reaction time and agility.
- To explore backhand hitting.
- To attempt an overhand serve in tennis.
- To develop knowledge of returning & rallying.
- To attempt to 'Spike' in volleyball.

To develop reaction	2	3	4
time and agility	Pupils will follow	Pupils will begin to	Pupils will demonstrate
	demonstration and	react to a number of	control in reacting to a
	guidance in a	different stimuli,	given stimulus,
	number of different	developing	changing speed &
	activities, developing	acceleration and	direction effortlessly in
	acceleration skills	change of speed	a range of activities
To explore	2	3	4
backhand hitting	Pupils will be able to	Pupils will begin to	Pupils will be able to
	strike a ball with	work with a partner,	demonstrate control
	some success using	developing	over the backhand
	backhand technique	backhand	technique, striking a
	using; self-serve or a	technique, hitting to	ball over a range of
	batting tee, striking	each other over	distances, beginning to
	over short distances	varying distance and over obstacles (net)	develop skill with weaker side
To attempt an	2	over obstacles (net)	weaker side
To attempt an overhand serve in	Pupils will begin to	Pupils will begin to	Pupils will develop
tennis	attempt the	strike the ball with	control when
Certino	overhand serve	greater consistency	attempting the
	technique,	and accuracy,	overhand serve,
	practicing in	beginning to	developing technique
	isolation,	introduce a net/	when striking over a
	occasionally making	bench to develop	net/ bench with
	contact	power & height	accuracy
To develop	2	3	4
knowledge of	Pupils will begin to	Pupils will continue	Pupils will begin to
returning & rallying	experience striking	to explore different	replicate some
	between partners	methods of	gameplay, consistently
	with some control,	returning a ball to a	and confidently rallying
	attempting to keep	partner, beginning	with a partner
	rhythm over a short	to strike a ball over a	
	distance	net/ bench	
To attempt to 'Spike'	2	3	4
in volleyball	Pupils will begin to	Pupils will begin to	Pupils will demonstrate
	attempt	develop technique	control and accuracy
	demonstrations,	following another	when using the spike
	self-serving with	pupil serving,	technique
	some control	showing control	



#### YEAR 4 DECISIONS

- Develop some knowledge of orienteering.
- To create their own course for a partner to follow.
- To learn some common map symbols.
- Choose & apply strategies to meet problems.
- Use a map to travel around a simple course.

Develop some	2	3	4
knowledge of	Pupils will be able to	Pupils will begin to	Pupils will
orienteering	discuss the points of	develop map	confidently navigate
	a compass,	reading and	a map and compass,
	understand basic	compass orientation	pointing out areas of
	map reading skills	skills, continuing to	interest/ key
	with some	consolidate	features of a map
	confidence	knowledge	whilst following
To create their own	2	3	4
course for a partner	Pupils will begin to	Pupils will begin to	Pupils will be able to
to follow	develop area of	introduce a range of	develop challenging
	navigation, setting	obstacles into a	courses for their
	up simple courses	course, whilst	partner, developing
	with few significant features/ obstacles	continuing to	map reading, compass skills and
	reatures/ obstacles	develop navigation skills	problem solving
To learn some	2	3	problem solving
common map	Pupils will be able to	Pupils will be able to	Pupils will be able to
symbols	point out some	discuss different	begin to plot maps,
391110013	basic symbols on a	symbols on a map	creating symbol
	map using a key for	and point out where	keys, including a
	additional support	they can be found	range of different
		on a map	obstacles/ points etc
Choose & apply	2	3	4
strategies to meet	Pupils will begin to	Pupils will begin to	Pupils will continue
problems	follow guidance and	discuss different	to consolidate a
	instructions when	approaches to	range of problem-
	attempting problem	overcoming	solving skills,
	solving activities,	problem-solving	continuously
	beginning to show	activities, choosing	achieving success
	signs of resilience	appropriate skills	with strategies
Use a map to travel	2	3	4
around a simple	Pupils will continue	Pupils will continue	Pupils will
course	to follow simple	to develop map	confidently follow
	maps/ courses,	reading and	maps/ routes, using
	beginning to show	compass orientation	orientation and
	understanding of	skills, demonstrating	compass skills with
	simple paths/	ability to move	confidence, across a
	obstacles and how	around more	range of different
	to overcome	difficult courses	courses/ routes



#### YEAR 4 GYM - PERFECTING SEQUENCING - 'THE WATER CYCLE'

- To develop and demonstrate balance within a routine.
- To know what 'canon' means and how to use it.
- To know what 'unison' means and how to use it.
- Identify what makes a performance effective.
- Suggest improvements based on information

To develop and	2	3	4
demonstrate	Pupils will begin to	Pupils will maintain	Pupils will
balance within a	maintain some	a sense of stability	demonstrate control
routine	stability holding	when performing a	across a range of
	balances across	range of balances	complex balances,
	different levels,	across different	across different
	beginning to hold	bases/ points of	levels and bases,
	some tension	contact, with some	exploring different
		control	shapes and tension
To know what	2	3	4
'canon' means and	Pupils will be able to	Pupils will begin to	Pupils will introduce
how to use it	follow simple	introduce canon into	canon into small
	demonstrations of	routines/	routines,
	how to introduce to	sequences,	demonstrating clear
	canon into	beginning to	understanding of;
	movements/	introduce different	fluidity, control,
	sequences	levels/ tempos/	pace, tempo and
		movements etc.	levels
To know what	2	3	4
'unison' means and	Pupils will beginning	Pupils will begin to	Pupils will
how to use it	to develop a sense	develop tension and	demonstrate control
	of unison in	stability in balances,	and tension in
	movements and	being able to	unison balances,
	balances,	replicate their	incorporating
	attempting to mirror	partner and hold	creative balances/
Laboration in a constant	a partner	balances	poses/ movements
Identify what makes	2	≺ -	
a performance effective	Describe will be a single	Describe will position a	D. ve ile will
enective	Pupils will begin to	Pupils will continue	Pupils will
	highlight creative	to develop	confidently discuss
	highlight creative balances/	to develop appreciation of	confidently discuss strengths of their
	highlight creative balances/ movements when	to develop appreciation of movements,	confidently discuss strengths of their own performance,
	highlight creative balances/ movements when observing other	to develop appreciation of movements, discussing strengths	confidently discuss strengths of their own performance, and others, using
	highlight creative balances/ movements when	to develop appreciation of movements, discussing strengths of own and others	confidently discuss strengths of their own performance, and others, using gymnastic
Suggest	highlight creative balances/ movements when observing other pupils ("I like…")	to develop appreciation of movements, discussing strengths	confidently discuss strengths of their own performance, and others, using
Suggest	highlight creative balances/ movements when observing other pupils ("I like")	to develop appreciation of movements, discussing strengths of own and others performance 3	confidently discuss strengths of their own performance, and others, using gymnastic terminology
improvements	highlight creative balances/ movements when observing other pupils ("I like")  2 Pupils will begin to	to develop appreciation of movements, discussing strengths of own and others performance  3 Pupils will use some	confidently discuss strengths of their own performance, and others, using gymnastic terminology  4 Pupils will use a
	highlight creative balances/ movements when observing other pupils ("I like")  2 Pupils will begin to discuss how to	to develop appreciation of movements, discussing strengths of own and others performance  3 Pupils will use some gymnastics terms	confidently discuss strengths of their own performance, and others, using gymnastic terminology  4 Pupils will use a range of gymnastics
improvements based on	highlight creative balances/ movements when observing other pupils ("I like")  2 Pupils will begin to	to develop appreciation of movements, discussing strengths of own and others performance  3 Pupils will use some	confidently discuss strengths of their own performance, and others, using gymnastic terminology  4 Pupils will use a



#### YEAR 4 GYM - WHAT'S MY DIRECTION

- To accelerate and decelerate whilst travelling.
- To develop some knowledge of Rhythmic Gymnastics.
- Perform a roll using control, body tension and flow.
- To use equipment within a sequence.
- Identify well performed skills when watching other groups

To accelerate and	2	3	4
decelerate whilst	Pupils will begin to	Pupils will	Pupils will
travelling	understand how to	demonstrate some	demonstrate control
	use different	control over	over acceleration
	tempos in their/	acceleration and	and deceleration in
	group performances	deceleration into	movements during
	for effect	and out of	routine, maintaining
		movements/ poses	stability in and out
			of poses/ balances
To develop some	2	3	4
knowledge of	Pupils will begin to	Pupils will show	Pupils will
Rhythmic	follow simple	some creative ways	demonstrate control
Gymnastics	demonstrations of	of incorporating	and fluidity within
	introducing ribbons/	props into routines,	routines,
	balls etc into a	beginning to	incorporating props
	simple routine	demonstrate a	whilst maintaining
		sense of musicality	rhythm
Perform a roll using	2	3	4
control, body	Pupils will be able to	Pupils will be able to	Pupils will
tension and flow	perform basic rolls,	hold shape and	confidently
	understanding how	fluidity throughout a	maintaining control
	shape and control is	range of rolling	and tension through
	important when	movements,	a range of roles in
	performing	introducing into	isolation and as part
		routines/ sequences	of a sequence
To use equipment	2	3	4
within a sequence	Pupils will introduce	Pupils will begin to	Pupils will
	some basic	explore creative	demonstrate control
	equipment into	ways of	and creativity with
	sequence, following prompts/ guidance	incorporating equipment into	equipment as part
		i earinnmeni into	
	prompts/ guidantee	' '	of a gymnastics
Identifywell	1 1 0	movements	routine/ sequence
Identify well	2	movements 3	routine/ sequence
performed skills	2 Pupils will begin to	movements  3  Pupils will continue	routine/ sequence  4  Pupils will
performed skills when watching	2 Pupils will begin to highlight creative	movements  3  Pupils will continue to develop	routine/ sequence  4  Pupils will confidently discuss
performed skills	Pupils will begin to highlight creative balances/	movements  3  Pupils will continue to develop appreciation of	routine/ sequence  4  Pupils will confidently discuss strengths of their
performed skills when watching	Pupils will begin to highlight creative balances/ movements when	movements  3  Pupils will continue to develop appreciation of movements,	routine/ sequence  4  Pupils will confidently discuss strengths of their own performance,
performed skills when watching	Pupils will begin to highlight creative balances/ movements when observing other	movements  3  Pupils will continue to develop appreciation of movements, discussing strengths	routine/ sequence  4  Pupils will confidently discuss strengths of their own performance, and others, using
performed skills when watching	Pupils will begin to highlight creative balances/ movements when	movements  3  Pupils will continue to develop appreciation of movements,	routine/ sequence  4  Pupils will confidently discuss strengths of their own performance,



#### YEAR 4 GYM - THE SYMMETRICAL STONE AGE

- To perform the shapes 'Skydiver' & 'Bridge'.
- To make movements accurate, clear, and consistent.
- To begin to use counterbalance.
- To introduce symmetry into routines and shapes.
- To combine action, balance, and shape.

To perform the	2	3	4
shapes of 'Skydiver'	Pupils will begin to	Pupils will begin to	Pupils will fluently
& 'Bridge'	follow	explore different	move into the two
	demonstration and	ways of transitioning	shapes, linking
	guidance holding	into the two shapes,	movements in and
	the two shapes with	demonstrating	out, maintaining
	some control	some control	balance and control
To make	2	3	4
movements	Pupils will continue	Pupils will continue	Pupils will
accurate, clear, and	to develop ideas	to develop and	consistently
consistent	surrounding control,	explore tension, and	demonstrate control
	body tension, and	how to hold shape	and fluidity in
	fluidity in and out of	for extended time	movements/
	movements	under control	balances, showing
			clear start & end
To begin to use	2	3	4
counterbalance	Pupils will begin to	Pupils will continue	Pupils will
	work with a partner,	to explore a range	confidently
	using each other's	of different	demonstrate a
	bodyweight to hold	balances, working	range of simple and
	a range of simple	with a partner,	complex counter-
	partner balances	exploring levels	balances with a
			partner with control
To introduce	2	3	4
symmetry into	Pupils will beginning	Pupils will begin to	Pupils will
routines and shapes	to develop a sense	develop tension and	demonstrate control
	of unison in	stability in balances,	and tension in
	movements and	being able to	unison balances,
	balances,	replicate their	incorporating
	attempting to mirror	partner and hold balances	creative balances/
To combine action	a partner	56.6	poses/ movements
To combine action, balance and shape	Pupils will begin to	Bunils will bogin to	4 Pupils will
balance and shape	develop a simple	Pupils will begin to develop creativity	demonstrate clear
	routine following	and control in	control and balance
	prompts or a set	combination of	across a
	pattern of	movements,	combination of
	movement-balance-	building up to	movements/ poses
	roll-jump etc.	creating their own	creating developed
	Ton jump etc.	sequence	routines/ sequences
		Sequence	roduites sequences





- Able to move with strong, powerful, and precise dynamics.
- Able to execute yoga actions.
- Able to develop relationships action and reaction.
- Able to demonstrate counterbalances and control.
- Select a range of actions to portray characteristics of Roman gods.

Able to move with	2	2	Л
strong, powerful,	Pupils will be able to	Pupils will introduce	Pupile will
- '	discuss what is	•	Pupils will
and precise dynamics		some creativity into	demonstrate strong
dynamics	meant by strong and	their movements,	and powerful
	powerful, beginning	beginning to	movements,
	to follow	develop a strong	maintaining a sense
	demonstrations of	and powerful	of character, holding
	some associated	character, moving	rigid shapes, moving
	movements	with some tension	at different tempos
			with control
Able to execute yoga	2	3	4
actions	Pupils will begin to	Pupils will explore	Pupils will
	follow simple yoga	different ways of	demonstrate control
	movements/	moving in and out of	and flexibility in a
	balances/ poses	yoga poses/ actions	number of different
	following	with increasing	yoga balances and
	demonstration with	control and some	poses, maintaining
	some control	flexibility	stability
Able to develop	2	3	4
relationships- action	Pupils will continue	Pupils will begin to	Pupils will maintain
and reaction	to develop	develop a sense of	character, beginning
	relationships	character when	to develop story
	working in pairs,	performing action/	telling through
	introducing basic	reaction	movements,
	action/ reaction	movements/	showing
	movements from	sequences with	understanding of
	prompts	control	the theme
Able to demonstrate	2	3	4
counterbalances	Pupils will begin to	Pupils will continue	Pupils will
and control	work with a partner,	to explore a range	confidently
	using each other's	of different	demonstrate a
	bodyweight to hold	balances, working	range of simple and
	a range of simple	with a partner,	complex counter-
	partner balances	exploring levels	balances with a
			partner with control
Select a range of	2	3	4
actions to portray	Pupils will begin to	Pupils will begin to	Pupils will maintain
characteristics of		link movements to	character and
	understand the	IIIIK IIIOVCIIICIICS CO	Character and
Roman Gods	personality of	different Gods	explore movements



#### YEAR 4 DANCE - STYLE - THE

- Able to express cheeky and over the top dynamics.
- Able to demonstrate physical skill flexed wrists .
- Able to demonstrate Charleston technique footwork patterns.
- Able to demonstrate relationships mirroring.
- Able to demonstrate contrasting levels in still positions.

Able to express	2	3	4
cheeky and over the	Pupils will be able to	Pupils will begin to	Pupils will maintain
top dynamics	discuss what	develop a 'cheeky'	a 'cheeky' character
	movements/ poses	character	linking balances/
	are associated to	introducing large,	poses/ movements
	being 'cheeky' and	bouncy movements	into creating a small
	follow some basic	with some control	sequence whilst
	examples	and fluidity	maintaining rhythm
Able to demonstrate	2	3	4
physical skill- flexed	Pupils will begin to	Pupils will begin to	Pupils will
wrists	follow	develop how to	demonstration
	demonstrations of	incorporate these	fluidity in
	'flexed wrists in time	movements into a	movements when
	to music with	sequence/ routine,	flexing wrists, in
	guidance and	whilst maintaining	time with music,
	demonstrations	character	maintaining rhythm
Able to demonstrate	2	3	4
Charleston	Pupils will begin to	Pupils will begin to	Pupils will be able to
technique- footwork	develop	explore different	perform a range of
patterns	understanding of	footwork patterns,	footwork patterns,
	footwork patterns.,	linking into	in time to music,
	following	previously	whilst maintaining
	demonstrations,	development	character and
	guidance &	movements/	rhythm with control
	countdowns	emotions	and confidence
Able to demonstrate	2	3	4
relationships-	Pupils will begin to	Pupils will continue	Pupils will
mirroring	work with a partner,	to explore	demonstrate clear
	attempting to copy	'mirroring', adding	control and tension
	basic movements,	creativity into	when 'mirroring'
	under control with	balances- levels,	their partner almost
	some balance	tension, poses etc.	looking identical
Able to demonstrate	2	3	4
contrasting levels in	Pupils will	Pupils will explore a	Pupils will
still positions	understand how to	range of different	demonstrate
	hold different poses	balances/	control, tension and
	across different	movements at	fluidity between
	levels with some	different positions,	levels, incorporating
	control	developing linking together	character and musicality



#### YEAR 4

#### DANCE - SCIENCE - ELECTRICITY

- Able to demonstrate sudden and sharp dynamics.
- Able to demonstrate street dance actions.
- Able to develop relationships canon.
- Able to explore the space around them action / reaction.
- Able to demonstrate time counts of 8.

Able to demonstrate	2	3	4
sudden and sharp	Pupils will be able to	Pupils will begin to	Pupils will
dynamics	follow simple	develop creativity in	demonstrate control
	guidance and	their movements,	in agility when
	demonstrations of	demonstrating	changing direction
	quick, sharp	understanding of	at speed, and
	movements under	changing direction	different levels.
	some control	and speed	
Able to demonstrate	2	3	4
street dance actions	Pupils will	Pupils will continue	Pupils will
	demonstrate some	to explore different	demonstrate
	understanding of	ways of linking	creativity in street
	street dance moves	street dance	dance moves,
	and follow simple	movements under	developing routines
	demonstrations	some control	with rhythm
Able to develop	2	3	4
relationships- canon	Pupils will be able to	Pupils will begin to	Pupils will introduce
	follow simple	introduce canon into	canon into small
	demonstrations of	routines/	routines,
	how to introduce to	sequences,	demonstrating clear
	canon into	beginning to introduce different	understanding of;
	movements/	levels/ tempos/	fluidity, control, pace, tempo and
	sequences	movements etc.	levels
Able to explore the	2	3	4
space around them-	Pupils will continue	Pupils will begin to	Pupils will maintain
action/ reaction	to develop	develop a sense of	character, beginning
	relationships	character when	to develop story
	working in pairs,	performing action/	telling through
	introducing basic	reaction	movements,
	action/ reaction	movements/	showing
	movements from	sequences with	understanding of
	prompts	control	the theme
Able to demonstrate	2	3	4
time- counts of 8	Pupils will be able to	Pupils will begin to	Pupils will
	follow simple steps	develop confidence	confidently and
	with supporting	self counting to	fluently
	demonstration	beats of 8 and	demonstrate
	counting to 8.	remembering	understanding of an
		movements	8 count beat



#### YEAR 4 RUGBY LEAGUE

- To develop confidence in ball handling.
- To develop confidence in picking the ball up on the move.
- To begin to develop passing technique.
- To begin to understand the rules of Rugby League/ Tag Rugby.
- To experience adapted game play and scenarios.

To develop	2	3	4
confidence in ball	Pupils will begin to	Pupils will continue	Pupils will be able to
handling	develop confidence	to explore different	quickly adapt ball
	travelling at pace	ball carrying skills,	handling techniques,
	carrying the ball	whilst maintaining	adjusting grip when
	using a 'W' grip	control when	catching, carrying,
		changing speed and direction	changing direction
To develop	2	3	under control
confidence in	Pupils will begin to	Pupils will begin to	Pupils will
picking the ball up	develop confidence	develop confidence	demonstrate control
on the move	picking a still ball up	moving towards a	of decelerating and
	off the floor, using a	ball, scooping a ball,	accelerating out of
	'W' grip	and then	picking a ball up
	3 1	accelerating away	from a still and
			moving position
To begin to develop	2	3	4
passing technique	Pupils will continue	Pupils will continue	Pupils will
	to use the 'W' grip,	to develop comfort	demonstrate control
	and pass from their	using technique,	when passing from
	dominant side to a	beginning to extend	dominant side,
	partner in isolation,	distances, and	passing whilst on
	over short distances	angles of pass	the move with
To begin to	2	3	accuracy 4
understand the	Pupils will	Pupils will be able to	Pupils will be able to
rules of Rugby	understand some of	discuss some of the	adhere to a range of
League/ Tag Rugby	the basic rules, and	key rules of Rugby/	rules associated to
	begin to follow in a	Tag Rugby,	the activity, showing
	range of activities	introducing them in	some understanding
		competitive practice	of officiating
To experience	2	3	4
adapted game play	Pupils will begin to	Pupils will begin to	Pupils will
and scenarios	experience	experience game	confidently compete
	competitive practice	play/ competition in	in competitive
	in smaller group	increasingly	practice,
	activities (overload	competitive	demonstrating
	attack v defence)- achieving some	scenarios, following the rules and	understanding of rules and a range of
	success	achieving success	different skills
	3000033	deflicting success	differenciakina



#### YEAR 5 RULES AND CONCEPTS

- To develop knowledge of attacking and defending.
- To know how to 'mark' an opponent.
- To further develop their understanding of space.
- To recognise the importance of rules within games.
- Understanding the need to warm up and cool down.

To develop		2	3	4
knowledge	of	Pupils will have the	Pupils will continue	Pupils will
attacking a	nd	opportunity to	to develop a sense	confidently perform
defending		experience attacking	of position,	in attacking and
		and defending	beginning to	defending positions,
		positions in small	implement this into	within competitive
		activities	competitive practice	scenarios
To know ho		2	3	4
'mark' an o	pponent	Pupils will continue	Pupils will begin to	Pupils will be able to
		to develop ideas of	understand what is	respond to different
		mirroring partners	meant by 'man	attackers, when
		movements,	marking',	defending, keeping
		exploring space	maintaining short	close contact, and
		attempting to follow	distance between	minimising the
			themselves when	opportunity for
To further o	dovolon	2	defending	pupils to attack
their under		Pupils will continue	Pupils will continue	Pupils will
of space	Stariumg	to actively look for	to 'attack' space	encourage others to
or space		space when	understanding how	move into space to
		participating in	it can contribute to	support develop
		possession and	developing attacking	attacking
		attacking based	movements	movements,
		activities		achieving success
To recognis	se the	2	3	4
importance	e of rules	Pupils will begin to	Pupils will continue	Pupils will
within gam	es	discuss basic rules	to develop	demonstrate
		associated to a	understanding rules	understanding of
		number of different	and adhere to them	rules, officiating
		sports/ activities	in activities/	small games, and
			gameplay	following rules
Understand	_	2	3	4
need to wa		Pupils will follow	Pupils will begin to	Pupils will be able to
and cool do	own	warm up/ cool	understand the	discuss the
		down, giving basic	importance of	importance in
		reasons as to why	stretching and pulse	relation to; muscle
		we need to	raising activities	readiness, heart rate
				and blood flow



#### YEAR 5 EXPLORING, STRIKING AND FIELDING

- To explore the use of space during games.
- Choose appropriate positioning when fielding.
- To strike a ball/object using both hands and feet.
- To retrieve, intercept and stop a ball when fielding.
- To develop the range and consistency of their skills.

To explore the use	2	3	4
of space during	Pupils will continue	Pupils will develop	Pupils will
games	to develop	technique when	demonstrate clear
	understanding of	moving/ striking/	understanding of
	space, discussing	throwing/ attacking	the importance of
	the importance of	space in competitive	moving/ attacking
	attacking into space	scenarios	space against
	_	_	defenders/ fielders
Choose appropriate	2	3	4
positioning when	Pupils will be able to	Pupils will begin to	Pupils will begin to
fielding	follow guidance and	understand where	support others
	support and evenly	there is space and	when fielding,
	spread across the playing area when	adjust their positions	pointing out key areas of space and
	fielding	accordingly	supporting others
To strike a ball/	2	3	4
object using both	Pupils will continue	Pupils will continue	Pupils will transfer
hands and feet	to explore different	to develop control	ability into
	striking techniques	over striking a ball/	competitive practice,
	in isolation and	object with accuracy	demonstrating
	some active	using hands and	control over a range
	practices	feet	of striking
			techniques
To retrieve,	2	3	4
intercept, and stop a	Pupils will continue	Pupils will continue	Pupils will
ball when fielding	to develop a skill set	to develop a range	demonstrate
	surrounding	of fielding skills,	confidence, fielding
	fielding- catching,	developing	in a number of
	stopping and some intercept in small,	confidence using the long barrier	positions, whilst successfully using
	isolated activities	technique	the long barrier
To develop the	2	3	4
range and	Pupils will continue	Pupils will continue	Pupils will clearly
consistency of their	to consolidate basic	to explore and	demonstrate
skills	fielding skills-	develop a range of	confidence in a
	catching, feeding,	fielding techniques,	range of developed
	rolling, and catching	developing	fielding techniques,
	with some success	confidence whilst	achieving success
	in isolated practice	fielding in	frequently
		competition	



#### YEAR 5 OLYMPIC TRAINING

- To develop knowledge of the triple jump technique.
- To begin a sprint in the crouching position.
- To throw a discus with developing technique.
- Develop the basic skills for acceleration.
- To develop knowledge of how to gain & maintain fitness.

To develop	2	3	4
knowledge of the	Pupils will begin to	Pupils will begin to	Pupils will develop
triple jump	link movements	accelerate into the	fluency in their
technique	(hop, step, and	technique, linking	technique, showing
	jump) in isolation,	footwork pattern	good acceleration
	using cones/	with some fluency	into the jump,
	markers/ prompts	and control- still	showing control in
	to understand	requiring some	between steps and
	footwork	support	when landing
To begin a sprint in	2	3	4
the crouching	Pupils will begin to	Pupils will show	Pupils will
position	follow	understanding of	confidently
	demonstrations and	technique,	demonstrate sprint
	will develop	beginning to	start position
	confidence starting	accelerate out of the	without prompts,
	from low positions	position with some	and demonstrate
	when sprinting	control	control in
I			acceleration
To throw a discus	2	3	4
with developing	Pupils will attempt	Pupils will begin to	Pupils will
technique	to mirror	explore and develop	confidently
	demonstrations and	discus throwing	demonstrate discus
	follow guidance, throwing from a still	technique, understanding the	technique with control, accuracy,
	I UII OWILIZ II OHI a SUII	understanding the	control, accuracy,
	_	_	
Davidon the basis	position	importance of levels	and success
Develop the basic	position 2	importance of levels 3	and success
skills for	position  2  Pupils will begin to	importance of levels  3  Pupils will	and success  4  Pupils will
•	position  2  Pupils will begin to develop comfort in	importance of levels  3  Pupils will demonstrate control	and success  4  Pupils will demonstrate control
skills for	position  2  Pupils will begin to develop comfort in working at a range	importance of levels  3  Pupils will demonstrate control over accelerating	and success  4  Pupils will demonstrate control over accelerating
skills for	position  2  Pupils will begin to develop comfort in working at a range of increasing speeds	importance of levels  3  Pupils will demonstrate control over accelerating from a standing/ still	and success  4  Pupils will demonstrate control over accelerating whilst on the move,
skills for	position  2  Pupils will begin to develop comfort in working at a range	importance of levels  3  Pupils will demonstrate control over accelerating from a standing/ still start, beginning to	and success  4  Pupils will demonstrate control over accelerating
skills for	position  2  Pupils will begin to develop comfort in working at a range of increasing speeds	importance of levels  3  Pupils will demonstrate control over accelerating from a standing/ still	and success  4  Pupils will demonstrate control over accelerating whilst on the move, changing speed with
skills for acceleration	position  2  Pupils will begin to develop comfort in working at a range of increasing speeds in isolation	importance of levels  3  Pupils will demonstrate control over accelerating from a standing/ still start, beginning to accelerate moving	and success  4  Pupils will demonstrate control over accelerating whilst on the move, changing speed with fluidity
skills for acceleration  To develop	position  2  Pupils will begin to develop comfort in working at a range of increasing speeds in isolation	importance of levels  3  Pupils will demonstrate control over accelerating from a standing/ still start, beginning to accelerate moving  3	and success  4  Pupils will demonstrate control over accelerating whilst on the move, changing speed with fluidity  4
skills for acceleration  To develop knowledge of how	Pupils will begin to develop comfort in working at a range of increasing speeds in isolation  2 Pupils will be able to	importance of levels  3  Pupils will demonstrate control over accelerating from a standing/ still start, beginning to accelerate moving  3  Pupils will explore	and success  4 Pupils will demonstrate control over accelerating whilst on the move, changing speed with fluidity  4 Pupils will
skills for acceleration  To develop knowledge of how to gain & maintain	Pupils will begin to develop comfort in working at a range of increasing speeds in isolation  2 Pupils will be able to participate in a	importance of levels  3  Pupils will demonstrate control over accelerating from a standing/ still start, beginning to accelerate moving  3  Pupils will explore different activities	and success  4  Pupils will demonstrate control over accelerating whilst on the move, changing speed with fluidity  4  Pupils will confidently discuss
skills for acceleration  To develop knowledge of how to gain & maintain	Pupils will begin to develop comfort in working at a range of increasing speeds in isolation  2 Pupils will be able to participate in a range of activities, aimed at developing a range of	importance of levels  3  Pupils will demonstrate control over accelerating from a standing/ still start, beginning to accelerate moving  3  Pupils will explore different activities and drills, creating variations, in order to develop and	and success  4 Pupils will demonstrate control over accelerating whilst on the move, changing speed with fluidity  4 Pupils will confidently discuss activities that will develop fitness, introducing
skills for acceleration  To develop knowledge of how to gain & maintain	Pupils will begin to develop comfort in working at a range of increasing speeds in isolation  2 Pupils will be able to participate in a range of activities, aimed at developing	importance of levels  3  Pupils will demonstrate control over accelerating from a standing/ still start, beginning to accelerate moving  3  Pupils will explore different activities and drills, creating variations, in order	and success  4 Pupils will demonstrate control over accelerating whilst on the move, changing speed with fluidity  4 Pupils will confidently discuss activities that will develop fitness,



#### YEAR 5 INVASION IN A TEAM

- To develop team work through communication.
- To play games competitively.
- To pass a ball towards a space for a team mate to receive.
- To apply a range of tactics and strategies for defence and attack.
- To understand how it feels to win and lose.

Ī	To develop	2	3	4
	teamwork through	Pupils will begin to	Pupils will begin to	Pupils will
	communication	develop verbal	explore verbal and	demonstrate
		communication and	non-verbal	confidence in a
		co-operation within	communication	range of
		a team in isolated	within a team to	communication
		practices	help achieve a goal	skills, succeeding as
				a team in
				competition
	To play games	2	3	4
	competitively	Pupils will begin to	Pupils will continue	Pupils will succeed
		develop experiences	to experience	and demonstrate a
		playing in	competitive game	developed range of
		competitive	play, continuing to	teamworking ability
		scenarios, with	develop teamwork	when participating
		adapted rules	skills and qualities	in competitive
				activities
	To pass a ball	2	3	4
	towards a space for	Pupils will continue	Pupils will continue	Pupils will
	a teammate to	to actively look for	to 'attack' space	encourage others to
	receive	space when	understanding how	move into space to
		participating in	it can contribute to	support develop
		possession and	developing attacking	attacking
		attacking based	movements	movements,
		activities		achieving success
	To apply a range of	2	3	4
	tactics and	Pupils will have the	Pupils will continue	Pupils will
	strategies for	opportunity to	to develop a sense	confidently perform
	defence and attack	experience attacking	of position,	in attacking and
		and defending	beginning to	defending positions,
		positions in small	implement this into	within competitive
		activities	competitive practice	scenarios
	To understand how	2	3	4
	it feels to win and	Pupils will discuss	Pupils will begin to	Pupils will
	lose	some of the	develop a sense of	experience winning
		emotions you may	sportsmanship,	and losing, being
		feel when winning	qualities such as	able to cope with
		and losing, and ways	handshakes,	the emotions and
		you can deal/ cope	clapping opponents,	demonstrate
		with the emotion	whether win/ lose	sportsmanship



#### YEAR 5 ACCURACY AND RALLIES

- To develop acceleration & speed.
- To consolidate backhand and forehand strokes.
- To explore the 'smash' in badminton.
- To explore the 'lobbing' technique in tennis.
- To explore 'overarm serve' in volleyball.

To develop	2	3	4
acceleration &	Pupils will begin to	Pupils will	Pupils will
speed	develop comfort in	demonstrate control	demonstrate control
	working at a range	over accelerating	over accelerating
	of increasing speeds	from a standing/ still	whilst on the move,
	in isolation	start, beginning to	changing speed with
		accelerate moving	fluidity
To consolidate	2	3	4
backhand and	Pupils will continue	Pupils will continue	Pupils will
forehand strokes	to develop basic	consolidating the	confidently
	stroke technique,	technique working	demonstrate
	practicing in	with a partner,	strokes, with power
	isolation over short	striking over a	and accuracy in
	distances	bench/ net	competitive play
To explore the	2	3	4
'smash' in	Pupils will begin to	Pupils will continue	Pupils will begin to
Badminton	understand how to	to explore the	implement the
	perform the smash	'smash' technique,	'smash' technique
	technique	attempting to strike	during a rally, or
	attempting in	over a bench/ net,	competitive
	isolation using self-	from other pupils	gameplay, with
To ovalore the	serve	serve	increased control
To explore the 'lobbing' technique	2 Dunils will follow	3 Dunils will begin to	Pupile will
in tennis	Pupils will follow demonstrations and	Pupils will begin to accelerate and	Pupils will
III (CIIIIIS	attempt the 'lob'	decelerate before	confidently demonstrate the lob
	technique with a	using the lob	technique in game
	partner in isolated	technique when	play, understanding
	practice	rallying with a	when it is best to
	practice	partner	use the technique
To explore 'overarm	2	3	4
serve' in volleyball	Pupils will begin to	Pupils will continue	Pupils will explore
	explore the	to consolidate the	power and
	volleyball 'serve'	skill, attempting the	trajectory in the
	developing feel for	serve over a bench/	'serve' technique,
	the technique in	net towards their	introducing into
	isolation	partner	some gameplay



#### YEAR 5 LEADERSHIP

- Develop communication through speaking & listening.
- Work as a group to overcome a challenge.
- Learn some different ways of tying knots.
- Take part in competitive orienteering activities.
- Plan a short loop course for a partner or group.

Develop	2	3	4
communication	Pupils will continue	Pupils will be able to	Pupils will be able to
through speaking &	to work within a	share/ collaborate	confidently
listening	group, developing	ideas, and begin to	demonstrate
	verbal	provide guidance,	communication
	communication	and follow support	skills in order to
	skills to achieve	from other pupils in	consistently succeed
	simple goals/ tasks	their group	in tasks/ games
Work as a group to	2	3	4
overcome a	Pupils will be able to	Pupils will continue	Pupils will
challenge	develop some basic	to consolidate	confidently excel as,
	teamwork skills in	teamworking skills,	and within, a team,
	order to achieve	developing	demonstrating
	success (mostly	communication and	resilience,
	following	resilience to begin to	communication, and
	instruction)	overcome	co-operation skills
		challenges	consistently
Learn some	2	3	4
different ways of	Pupils will attempt	Pupils will begin to	Pupils will continue
tying knots	to follow guidance	explore a range of	to develop
	and demonstration	different knots,	confidence when
	when attempting to	showing	tying a range of
	tie some basic knots	understanding of	knots, with enough
		the purpose of each	tension to hold
Take part in	2	3	4
competitive	Pupils will continue	Pupils will continue	Pupils will
orienteering	to develop map	to consolidate;	successfully
activities	reading skills and	communication,	demonstrate a
	attempt some basic	map reading, and	range of
	orienteering	compass orientation	orienteering skills to
	activities	skills for different	achieve goals as an
		activities	individual/ team
Plan a short loop	2	3	4
course for a partner	Pupils will follow	Pupils will show	Pupils will
or group	basic rules and set	confidence plotting	confidently
	up a simple course	courses and	construct a range of
	using developing	participating in	courses while
	skills	other's courses	navigating other's



#### YEAR 5 GYM - TRAVELLING AND TURNING - 'EARTHQUAKES'

- Show clear differences between levels, speeds, and directions.
- Perform actions, shapes, and balances clearly, consistently and fluently.
- Demonstrate body tension and extension.
- Adapt sequences to include a partner or a small group.
- Vary direction, levels, and pathways.

Show clear	2	3	4
differences between	Pupils will continue	Pupils will continue	Pupils will demonstrate
levels, speeds, and	to consolidate	to develop agility	clear confidence and
directions	gymnastics skills,	and balance in order	control performing
	understanding	to successfully	routines across
	tempo in individual	create exciting	different levels and
	routines	routines	speeds
Perform actions,	2	3	4
shapes, and	Pupils will continue	Pupils will continue	Pupils will maintain
balances clearly,	to consolidate	to demonstrate	control, stability, and
consistently, and	stability and	control and stability	tension across a range
fluently	coordination across	across different	of simple and complex
	a range of different	levels, beginning	balances, linking
	balances	into introduce	balances with creative
		creativity	transitions
Demonstrate body	2	3	4
tension and	Pupils will follow	Pupils will continue	Pupils will confidently
extension	demonstrations and	to explore creative	demonstrate tension
	guidance,	balances, ensuring	and control across a
	attempting to	pointed fingertips	range of extended
	stretch limbs and	and tip toes whilst in	balances, maintaining
	hold in balances	balance	stability
Adapt sequences to	2	3	4
include a partner or	Pupils will begin to	Pupils will continue	Pupils will clearly
a small group	follow guidance and	to develop creative	demonstrate tension,
	develop a small	ideas of producing	extension, control, and
	sequence, sharing	sequences using;	relationship in routines
	some ideas and	canon, unison,	with a partner/ group
Mana dina atian	linking movements	counterbalances etc.	4
Vary direction,	Z	3	4 D :: 'I = 'II =
levels, and pathways	Pupils will begin to	Pupils will continue	Pupils will demonstrate
	introduce changing	to develop a sense	clear understanding
	directions and	of creativity in	and skill in routine
	alternate methods	routines, showing	when changing; levels,
	of travel into	understanding of	directions, and
	routines	varying pathways	pathways



#### YEAR 5 GYM - ABSTRACT ANGLES

- To perform a headstand.
- To link movements into a sequence.
- To perform a handstand.
- To work effectively as a group.
- To use various body positions to form different angles.

	To perform a	2	3	4
	headstand	Pupils will use	Pupils will begin to	Pupils will begin to
		support (manual) to	develop some	demonstrate control
		understand the base	stability and control	and tension whilst
		position, and	in achieving the	lifting into the
		attempt to lift into	headstand position	headstand position,
		headstand position	for a small amount	maintaining stability
	<del>-</del>		of time	and rigid shape
	To link movements	2	3	4
	into a sequence	Pupils will begin to	Pupils will continue	Pupils will clearly
		follow guidance and	to develop creative	demonstrate
		develop a small	ideas of producing	tension, extension,
		sequence, sharing some ideas and	sequences using; canon, unison,	control, and
		linking movements	counterbalances etc.	relationship in routines with a
		illikilig illovelllelits	counterbalances etc.	partner/ group
	To perform a	2	3	Δ
	handstand	Pupils will use	Pupils will begin to	Pupils will begin to
		support (manual) to	develop some	demonstrate control
		understand the base	stability and control	and tension whilst
		position, and	in achieving the	lifting into the
		attempt to lift into	handstand position	handstand position,
		handstand position	for a small amount	maintaining stability
		·	of time	and rigid shape
	To work effectively	2	3	4
	as a group	Pupils will continue	Pupils will continue	Pupils will
		to develop	to consolidate skills,	confidently share
		teamwork skills-	whilst efficiently	ideas, maintain
		communication,	working together as	balance in group
		cooperation, and	a team, introduce	balances whilst
		adaptability	group balances,	introducing
	<del>-</del> · · · ·		canon, unison etc.	creativity
	To use various body	2 Dunils will begin to	Bunils will begin to	A Dupils will hold
	positions to form	Pupils will begin to	Pupils will begin to	Pupils will hold
	different angles	hold a number of different shapes,	explore balances across different	tension, balance and
		across different	levels, with partners,	control over a range of levels,
		levels, following	to demonstrate	individually/ in a
		demonstrations and	creative shapes and	group, to convey
		guidance	angles	contrasting angles
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#### YEAR 5 GYM - 'VIKING' BALANCES

- To gain elevation from a powerful run & jumping technique.
- Perform different movements with a range of dynamics.
- To perform a sequence of movements to music.
- To evaluate a gymnastic performance.
- To review different methods of balance.

To gain elevation	2	3	4
from a powerful ru	ın Pupils will begin to	Pupils will creatively	Pupils will develop
& jumping	consolidate	demonstrate a	'strong' character,
technique	knowledge from	sense of character,	holding shape whilst
	athletics activities,	whilst continuing to	jumping,
	showing control in	develop power	accelerating in to
	take-off and landing	through acceleration	and out of
		and take-off	movements
Perform different	2	3	4
movements with a	· •	Pupils will continue	Pupils will
range of dynamics	follow instructions	to explore a variety	demonstrate control
	changing the tempo	of creative ways of	and fluidity within
	and dynamics of	changing the speed,	their sequences,
	movements/	tempo, and level of	exploring tempo,
	sequences	movements	level, and shape
To perform a	2	3	4
sequence of	Pupils will begin to	Pupils will explore	Pupils will
movements to	develop a sense of	different ways of	confidently
music	musicality, following	travel, balance, and	demonstrate
	guidance of linking	movements,	musicality, creating
	sequence/	developing a sense	rhythm in their
	movements to	of rhythm working	developed routine/
	simple beats	with a beat	sequence
To evaluate	2	3	4
gymnastics	Pupils will begin to	Pupils will be use	Pupils will
performance	look at their own	developed	confidently discuss
	sequences/ balances	gymnastics	strengths, areas of
	and how highlight	terminology when	improvements and
	their own strengths	reviewing own and	suggestions to
		others performance	improve own/ others performance
To review different	t 2	3	4
methods of balance		Pupils will continue	Pupils will
meerious or bularie	discuss different	to consolidate	confidently discuss a
	ways that they can	terminology, and	range of gymnastics
	balance,	demonstrate	techniques and
	demonstrating	through a range of	terminology
	simple balances	simple- complex	demonstrating wide
	discussed	balances/ patterns	range of skill
	discussed	Salarices, patterns	. 4.180 01 31(11)



#### YEAR 5 DANCE - STYLE - ROCK N ROLL

- Able to express energetic dynamics.
- Able to demonstrate physical skill extension through the limbs.
- Able to demonstrate Rock n' Roll technique Hand jive and flicks.
- Able to demonstrate relationships contact work.
- Able to execute lifts safely and competently.

Able to express	2	3	4
energetic dynamics	Pupils will be able to	Pupils will explore a	Pupils will
	discuss energetic	range of energetic	confidently
	movements, and	movements,	demonstrate
	attempt to follow	developing a sense	energetic
	guidance and	of character and	movements, and
	demonstrations	moving to a beat	character whilst
			maintaining rhythm
Able to demonstrate	2	3	4
physical skill-	Pupils will begin to	Pupils will continue	Pupils will
extension through	link gymnastics	to explore different	demonstrate
the limbs	movements and	poses/ balances/	control, fluidity and
	understand the	movements	extension in a range
	importance of	associated to Rock n'	of movements/
	extending limbs in	Roll demonstrating	balances/ poses
	movements/ poses	some extension	along to music
Able to demonstrate	2	3	4
Rock n' Roll	Pupils will follow	Pupils will continue	Pupils will
technique- hand jive	demonstration and	to develop skills,	confidently
and flicks	simple steps to	introducing	demonstrate the
	attempt various	creativity into linking	skills, with rhythm
	techniques,	the movements into	and control, as part
	practicing moves/	a small routine to	of a sequence to
Abla to demonstrate	poses in isolation	music	music
Able to demonstrate	Pupils will continue	Bunils will continue	Pupile will
relationships- contact work	Pupils will continue	Pupils will continue to consolidate	Pupils will demonstrate clear
CONTACT WORK	to develop relationships,	partner work,	understanding of
	working with	remembering and	contact in routines
	partners, following	linking	(balances, poses,
	guidance to some	counterbalances	sequences) with
	steps maintaining	and contact work	control, fluidity and
	contact	and contact work	rhythm
Able to execute lifts	2	3	4
safely and	Pupils will be able to	Pupils will attempt	Pupils will be able to
competently	discuss some basic	some basic lifts,	perform basic lifts
	lifts and the	developing a sense	with control,
	requirements to lift/	of character and	working alongside
	be lifted	confidence	music



#### YEAR 5 DANCE - SCIENCE - SPACE

- Able to demonstrate light and floaty dynamics.
- Able to demonstrate realistic gestures to represent an astronaut.
- Able to develop relationships unison.
- Able to explore the space around them entrances and exits.
- Able to explore time continuous and sustained.

Able to demonstrate	2	3	4
light and floaty	Pupils will begin to	Pupils will begin to	Pupils will clearly and
dynamics	copy simple	explore a range of	confidently
	movements/ poses/	light/ floaty	demonstrate
	balances, following	movements,	understanding of light,
	demonstrations and guidance	understanding levels and tempos	floaty movements introducing routine
Able to demonstrate	guidance 2	and tempos	
realistic gestures to	Pupils will continue	Pupils will continue	Pupils will consolidate
represent an	to develop	to explore their	character and
astronaut	understanding of	movements and	movements, creating
	light and floaty,	character,	routines/ sequences
	beginning to	introducing	with rhythm and control
	develop character	sequence and	
		emotion	
Able to develop	2	3	4
relationships-	Pupils will continue	Pupils will continue	Pupils will demonstrate
unison	to develop	to explore unison,	confidence and control
	relationships with a partner, copying	developing confidence	when working in unison with a partner, with
	balances/	mirroring and	rhythm to music
	movements	working with a	my chin to masic
		partner	
Able to explore the	2	3	4
space around them-	Pupils will continue	Pupils will develop	Pupils will continue to
entrances and exits	to demonstrate	creativity in their	combine musicality and
	some knowledge of	entrance and exits,	character, whilst
	space- moving in to	moving in and out of	working to music, with
	and out of space to music	space alongside music	control and fluency
Able to explore	2	3	Δ
time- continuous	Pupils will being to	Pupils will explore	Pupils will maintain
and sustained	follow instructions	different ways of	character, performing a
	surrounding time-	maintaining theme/	range of skills/ steps/
	performing simple	balance/ character	poses/ sequences for
	movements over a	for extended time	extended time,
	period of time	whilst working to	maintaining rhythm
		music	



### YEAR 5 DANCE - HISTORY - THE VICTORIANS

- Able to move with low and high status dynamics.
- Able to execute actions representing manual labour.
- Able to develop relationships contrast.
- Able to explore the space around them with straight pathways.
- Able to create straight lines and geometric shapes.

Able to move with	2	3	4
low and high status	Pupils will be able to	Pupils will explore	Pupils will transfer
dynamics	discuss the different	different	developed
	statuses of people	movements,	movements into a
	from the Victorian	creating a sense of	sequence/ routine
	era, and actions	character through	along to music
A1.1.	associated	actions/ poses	creating character
Able to execute	2	3	4
actions representing	Pupils will be able to	Pupils will explore	Pupils will confidently
manual labour	discuss manual	different	demonstrate
	labour, actions	movements,	character, rhythm and
	associated and	developing	control over levels,
	begin to create	character, dynamics,	tempo, and
Alala ta davialara	some movements	and rhythm	movement
Able to develop	Z Describe will as ortions	Describe will as ortions	D. veile veill confidently
relationships-	Pupils will continue	Pupils will continue	Pupils will confidently
contrast	to develop	to explore levels,	demonstrate
	relationships	dynamics, and	contrasting character
	working with their	tempo, attempting to work in an	through movements,
	partner, and knowledge of		levels and rhythm
	opposite movement	opposite manner to their partner	
Able to explore the	opposite movement	artien partifer	4
space around them	Pupils will be aware	Pupils will continue	Pupils will creatively
with straight	of the space around	to explore the team	link Victorian
pathways	them and start to	of motion in straight	movements/ poses to
patriways	move in linear	pathways,	linear pathways with
	pathways	developing a sense	rhythm, maintaining
	patrivays	of character	character
Able to create	2	3	4
straight lines and	Pupils will continue	Pupils will creatively	Pupils will
geometric shapes	to develop	link movements/	demonstrate clear
-	understanding of	travel into a number	control and fluidity in
	balance, tension,	of different shapes/	movements, linking
	and extension in	balances,	transitions with
	order to create a	transitioning with	shapes in creative
	number of simple	control in time to	ways linked to the
	shapes	music	theme





- To develop a range of skills associated to catching and fielding
- To develop underarm and overarm throwing techniques
- To develop bowling technique using overarm and underarm techniques
- O To develop understanding and skills surrounding batting for space
- To understand the rules of kwik cricket and put developed skills into practice

To develop a range	2	3	4
of skills associated	Pupils will continue	Pupils will begin to	Pupils will demonstrate
to catching and	to develop basic	consolidate skills,	clear understanding
fielding	catching, positioning, and	practicing in competitive game	and confidence fielding in isolated and
	fielding skills in	play scenarios with	competitive games/
	isolated practices	some success	activities
To develop	2	3	4
underarm and	Pupils will be able to	Pupils will continue	Pupils will demonstrate
overarm throwing	explore both	to explore	control, precision and
techniques	techniques with a	techniques over	power using both
	partner over short	increasing distances	techniques in
	distances in isolated practice	in isolated and competitive	competitive play when fielding
	practice	activities	Helding
To develop bowling	2	3	4
technique using	Pupils will be	Pupils will continue	Pupils will demonstrate
overarm and	introduced into	to explore	skills in competitive
underarm technique	bowling techniques,	technique,	game play, continuing
	achieving some	developing a run up	to develop accuracy and
	success aiming at large targets	and showing increasing accuracy	power
To develop	2	3	4
understanding and	Pupils will continue	Pupils will develop	Pupils will demonstrate
skills surrounding	to explore a range	confidence striking	confidence performing
batting space	of different batting	from a feed/ bowl	a range of batting
	strokes, using self-	from a partner,	strokes in competitive
	serve or hitting off a	aiming the ball into	game play
	tee	space away from fielders	
To understand the	2	3	4
rules of kwik cricket	Pupils will be	Pupils will continue	Pupils will excel in both
and put developed	introduced to kwik	to explore batting	batting and fielding,
skills into practice	cricket, experiencing	and fielding	following kwik cricket
	batting and fielding	techniques through	rules, demonstrating a
	in adapted	game play,	range of techniques with control
	gameplay	experiencing some success	WILL COTIL OF
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#### YEAR 6 INVASION - COMPETITIVE

- To further develop knowledge of attacking and defending.
- To know how to intercept a pass.
- To know how to invade as a team.
- To communicate effectively with team mates.
- To develop sportsmanship.

To further develop	2	3	4
knowledge of	Pupils will continue	Pupils will develop	Pupils will
attacking and	to consolidate a	confidence using a	demonstrate
defending	range of skills and	range of developed	confidence
	knowledge	skills in attacking v	participating in
	associated with	defending	attacking and
	different positions	scenarios/ gameplay	defending positions
			during gameplay
To know how to	2	3	4
intercept a pass	Pupils will	Pupils will explore	Pupils will
	understand what is	different defending	demonstrate
	meant by	scenarios, and	understanding of
	intercepting, and	attempt to intercept	positional
	discuss different	passing, in small-	awareness, and
	ways of potentially	sided games/	increased success
	intercepting	activities	when defending
To know how to	2	3	4
invade as a team	Pupils will continue	Pupils will continue	Pupils will
	to develop	to explore tactics,	demonstrate clear
	teamworking	and understand	understanding of
	qualities,	how 'pressing' and	defensive tactics,
	understanding	positions can	and how
	position and tactics	achieve success in	communication is
		defence	vital to succeed
To communicate	2	3	4
effectively with	Pupils will continue	Pupils will explore	Pupils will
teammates	to develop verbal	teamworking skills	demonstrate
	communication with	in some competitive	excellent
	teammates,	gameplay,	communication,
	achieving success in	developing verbal	achieving success
	teambuilding	and non-verbal	through effective
	activities	communication	communication
To develop	2	3	4
sportsmanship	Pupils will be able to	Pupils will be able to	Pupils will uphold a
	describe what is	introduce elements	sense of
	meant by	of sportsmanship	sportsmanship
	sportsmanship	before/ after play	through competition



#### YEAR 6 STRIKING AND FIELDING -TEAMWORK

- To field as a collaborative team unit.
- To strike a ball or object 'cleanly' using different equipment.
- To retrieve, intercept and stop a ball when fielding.
- To strike a ball or object using both sides of the body.
- Recognise their own and other's strengths.

To field as a	2	3	4
collaborative team	Pupils will continue	Pupils will continue	Pupils will
unit	to develop	to develop cohesion,	demonstrate a
	teamwork skills and	communicating and	range of fielding
	positioning skills,	co-operating,	skills, incorporating
	understanding	discussing strategy	high levels of
	simple positions and	and positioning to	positional
	fielding tactics	achieve success	understanding
To strike a ball or	2	3	4
object 'cleanly' using	Pupils will continue	Pupils will continue	Pupils will
different equipment	to explore different	to demonstrate a	demonstrate
	strokes, developing	knowledge of	control, precision
	confidence striking a	different strokes,	and a range of
	ball/ object using	developing accuracy	strokes when
	self-serve or a tee	and power striking	striking an object,
			with consistency
To retrieve,	2	3	4
intercept, and stop a	Pupils will begin to	Pupils will begin to	Pupils will
ball when fielding	explore	transfer knowledge	demonstrate
	interceptions in a	and understanding	understanding of
	small/ isolated	into competitive	positioning, man
	activity,	scenarios, achieving	marking and
	understanding how	increasing success	defensive tactics in
	to catch/ strike away	when intercepting	order to consistently
	a ball/ stop a rolling	passes/ stop rolling	intercept passes/
<b>T</b> • 2	ball	balls	stop rolling balls
To strike a ball or	2	3	4
object using both	Pupils will practice a	Pupils will attempt	Pupils will continue
sides of the body	range of batting	to strike the ball	to explore striking
	strokes in isolation-	using both sides of	the ball from both
	using a tee or self-	their body, in	sides of the body,
	serve/ large ball,	isolation,	achieving
	developing the	transferring into	consistency,
	feeling of striking	some gameplay,	demonstrating
Pocognico their own	from both sides	developing success	accuracy and power
Recognise their own and other's	Pupils will bogin to	Pupils will also bogin	Pupils will discuss
strengths	Pupils will begin to	Pupils will also begin to acknowledge	Pupils will discuss
su criguis	highlight some of their strengths when	other strengths as	their other strengths and highlight how to
	striking a ball	well as their own	improve
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#### YEAR 6 INVASION TO SCORE

- To develop teamwork.
- To further develop knowledge of defending.
- To dribble a ball with control and fluency using foot or hockey stick.
- To further develop knowledge of attacking.
- To strike a ball or object towards a target or goal with power and

To develop	2	3	4
teamwork	Pupils will continue	Pupils will continue	Pupils will
	to develop	to explore a variety	demonstrate
	communication and	of tactics/ problem	continued success
	cooperation skills in	solving skills as a	within working as a
	order to achieve	team, showing	team, achieving
	simple goals/ tasks	developed	goals/ winning
	in isolation	communication/	games/ adapting
		cooperation	tactics to succeed
To further develop	2	3	4
knowledge of	Pupils will continue	Pupils will explore	Pupils will achieve
defending	to develop	defending through	success in isolation
	positional	increasingly	and competitive
	understanding- the	competitive	scenarios, breaking
	roles of defenders	scenarios, being	down attacks with
	and some basic	able to discuss the	effective defensive
	principles	importance	strategies/ skills
To dribble a ball	2	3	4
with control and	Pupils will be able to	Pupils will continue	Pupils will
fluency using foot or	discuss dribbling	to demonstrate	confidently
hockey stick	techniques using	control and	demonstrate
	both foot and stick	understanding when	dribbling skills with
	and demonstrate in	dribbling, moving	control and fluency,
	isolated practice	into competitive	maintaining close
		scenarios	control
To further develop	2	3	4
knowledge of	Pupils will be able to	Pupils will explore a	Pupils will
attacking	discuss different	range of attacking	demonstrate strong
	positions, skills and	skills, transferring	attacking knowledge
	tactics that can be	into competitive	and skills, adjusting
	used in attacking	scenarios with some	to defenders and
	movements	success	achieving success
To strike a ball or	2	3	4
object towards a	Pupils will begin to	Pupils will continue	Pupils will
target or goal with	work a ball towards	to explore the	demonstrate control
power and accuracy	a goal, before	theme of 'scoring'	and accuracy when
	exploring ways of	developing	striking towards a
	striking into an	techniques from	goal in competitive
	empty net/ without	varying distances in	scenarios with
	active defenders	some competition	continued success



#### YEAR 6 GOING FOR GOLD

- To develop the technique in order to race walk.
- Learn to measure & record performance.
- To train the body to run for a longer duration.
- To sustain pace over longer distances.
- To choose appropriate techniques for specific events.

To develop the	2	3	4
technique in order	Pupils will be able to	Pupils will show	Pupils will
to race walk	describe some of	understanding of	demonstrate control
	the key points of the	the skill and some	and fluency in race
	technique, and	knowledge	walk technique,
	attempt technique	surrounding pacing,	developing
	in a linear path with	and will attempt a	understanding of
	some level of	loop/ small course	pacing, and how to
	technique	with correct	co-ordinate their
	_	technique	body
Learn to measure &	2	3	4
record performance	Pupils will begin to	Pupils will begin to	Pupils will
	transfer maths	explore take off/	confidently
	skills- using rulers/	release positions	measure/ time their
	measuring sticks to	and how to achieve	own and other
	mark out distances	maximum distance, as well as	pupils attempts/
	their partners achieve (	understanding	performances with
	acriieve (	where to measure	accuracy using a range of equipment
To train the body to	2	where to measure	range or equipment
run for a longer	Pupils will be able to	Pupils will be able to	Pupils will be able to
duration	attempt a range of	explore variations of	explain- endurance
	activities designed	different activities,	and stamina, whilst
	to help develop	whilst	also developing own
	stamina and	demonstrating	to meet
	endurance	capability	requirements
To sustain pace over	2	3	4
longer distances	Pupils will develop	Pupils will be able to	Pupils will
	understanding and	discuss and	demonstrate
	skills associated to	performance	confidence pacing,
	pace and	acceleration when	maintaining pace
	accelerating whilst	required, with some	and accelerating to
	running	control	finish
To choose	2	3	4
appropriate	Pupils will be able to	Pupils will be able to	Pupils will
techniques for	recall & attempt a	demonstrate	demonstrate
specific events	range of different	developed skills,	confidence in
	techniques	performing correct	techniques,
	associated to	technique across	evaluating own &
	disciplines	disciplines	other pupils



#### YEAR 6 NET GAMES FOR POINTS

- To develop aerobic fitness.
- To develop overall volleyball skills: set, forearm, serve & spike.
- To develop overall badminton skills: serve and smash.
- To develop overall tennis skills: fore/backhand, service and lob.
- To play competitively and evaluate performance.

To develop aerobic	2	3	4
fitness	Pupils will be able to	Pupils will explore	Pupils will
	discuss what is	different activities,	demonstrate
	meant by aerobic	creating their own to	developed aerobic
	and attempt some	develop aerobic	fitness, performing a
	simple activities to	fitness, whilst	range of activities
	develop fitness	meeting demands	with maximum
			effort
To develop overall	2	3	4
volleyball skills; set,	Pupils will discuss a	Pupils will	Pupils will
forearm, serve &	range of skills	demonstrate control	demonstrate control
spike	developed, and	over a range of	and success when
	begin to	skills, beginning to	demonstrating a
	demonstrate in	introduce	range of skills and
	isolation working	competition and	techniques in a
	with a partner	game scenarios	competitive scenario
To develop overall	2	3	4
badminton skills;	Pupils will discuss a	Pupils will	Pupils will
serve and smash	range of skills	demonstrate control	demonstrate control
	developed, and	over a range of	and success when
	begin to	skills, beginning to	demonstrating a
	demonstrate in	introduce	range of skills and
	isolation working	competition and	techniques in a
	with a partner	game scenarios	competitive scenario
To develop overall	2	3	4
tennis skills;	Pupils will discuss a	Pupils will	Pupils will
fore/backhand,	range of skills	demonstrate control	demonstrate control
service and lob	developed, and	over a range of	and success when
	begin to	skills, beginning to	demonstrating a
	demonstrate in	introduce	range of skills and
	isolation working	competition and	techniques in a
	with a partner	game scenarios	competitive scenario
To play	2	3	4
competitively and	Pupils will begin to	Pupils will continue	Pupils will
evaluate	experience	to develop	demonstrate a
performance	competitive game	confidence in	range of skills and
	play, following	competition, and	control in
	adapted rules in	begin to discuss	competition,
	order to promote	own/ team	discussing what
	success/ confidence	performance	happened in play



#### YEAR 6 FINDING SUCCESS

- Develop communication through speaking & listening.
- Work as a group to overcome a challenge.
- Learn some different ways of tying knots.
- Take part in competitive orienteering activities.
- Plan a short loop course for a partner or group.

Develop	2	3	4
communication	Pupils will continue	Pupils will continue	Pupils will effectively
through speaking &	to develop a range	to explore working	and consistently
listening	of communication	within a team,	operate well within a
	skills through a	demonstrating	team,
	range of different	understanding of	demonstrating
	roles within a group	turn taking and	confidence
		communication	communicating
Work as a group to	2	3	4
overcome a	Pupils will begin to	Pupils will continue	Pupils will
challenge	explore simple	to explore a range	demonstrate a wide
	problem-solving	of problem-solving	range of problem-
	skills, whilst	skills, showing	solving skills,
	communicating to	developed communication	developed communication
	overcome simple tasks	skills	skills to achieve
	ldSKS	SKIIIS	success
Learn some	2	3	Δ
different ways of	Pupils will begin to	Pupils will begin to	Pupils will be able to
tying knots	attempt to tie some	explore different	demonstrate a
	simple knots,	knots, developing	range of knots,
	following prompts/	the strength/	discuss purpose and
	resources/ guidance	purpose of the knot	practicality
Take part in	2	3	4
competitive	Pupils will be able to	Pupils will be able to	Pupils will
orienteering	recall simple map	transfer developing	demonstrate
activities	reading and	skills into	confidence in a
	compass orientation	competitive	range of
	skills to navigate	scenarios, achieving	orienteering skills
	simple activities	some success	through competition
			achieving success
Plan a short loop	2	3	4
course for a partner	Pupils will continue	Pupils will continue	Pupils will accurately
or group	to recall skills,	to explore and	and confidently;
	setting out a simple	develop skills,	plan, map and
	loop course, using a	creating increasingly	navigate a range of
	basic map,	challenging courses/	loop courses, demonstrating
	promoting success	loops for their partner	knowledge and
		partitei	understanding
			understanding



#### YEAR 6 GYM - COMPLEX SEQUENCES -'MOUNTAINS'

- Move supporting body parts further away from each other.
- Hold and receive body weight.
- Stretch, extend and elevate unused body parts.
- To develop the use of counter balance.
- To use small points to create a spin.

	Move supporting	2	3	4
	body parts further	Pupils will begin to	Pupils will explore a	Pupils will
	away from each	demonstrate	range of elongated	demonstrate control
	other	understanding of	balances,	and tension through
		control and tension	attempting to hold	a range of balances,
		in a range of simple	tension and rigid	at different levels,
		balances, holding	shape to really	stretching away
		some shape	stretch away from a	from a centre line
			centre line	maintaining stability
	Hold and receive	2	3	4
	body weight	Pupils will begin to	Pupils will explore	Pupils will hold
		explore a range of	balances, across	shape, demonstrate
		balances, holding	different levels,	control and stability
		their own body	holding their own	holding a range of
		weight with some	and partners body	balances using their
		control	weight with some	own, and taking
			control	partners bodyweight
	Stretch, extend and	2	3	4
	elevate unused body	Pupils will begin to	Pupils will explore	Pupils will
	parts	follow guidance and	different balances,	confidently
		demonstrations of	working with	demonstrate rigid,
		how to extend	partners to discuss	tension and
		balances, and the	shape and how to	extension in
		importance of	extend and stretch	balances,
		stretching for effect	the balance	maintaining stability
_		_	_	to produce shape
	To develop the use	2	3	4
	of counterbalance	Pupils will	Pupils will explore a	Pupils will
		understand the	range of	demonstrate control
		term	counterbalances,	and tension through
		'counterbalance' and	exploring different	a range of simple
		begin to attempt	levels, shapes and	and complex
		some shapes with a	working with	counterbalances
	To use small points	partner	partners/ groups	with partners/ group
	To use small points	Dunils will begin to	Bunile will evalore	Dupils will
	to create a spin	Pupils will begin to	Pupils will explore	Pupils will
		develop confidence when spinning, over	different types of spins, using their	confidently and
		different speeds	tiptoes maintaining	fluently spin, on tiptoes, on the spot
		unierent speeds	some balance	at different speeds
L			Soffie Dataffice	at uniterent speeds



#### YEAR 6 GYM - COMPLEX SEQUENCES -MOUNTAINS'

- Move supporting body parts further away from each other.
- Hold and receive body weight.
- Stretch, extend and elevate unused body parts.
- To develop the use of counter balance.
- To use small points to create a spin.

Ī	To review and	2	3	4
	perfect holding	Pupils will attempt	Pupils will continue	Pupils will confidently
	shapes in flight	to follow	to explore different	demonstrate a range
		demonstrations and	shapes, thinking	of controlled shapes
		explore some simple	about body	in the air, whilst
		shapes while	positioning, control,	pointing out strengths
		jumping	tension, stretching shapes etc.	and how to improve
-	To form	2	3	shape 4
	asymmetrical body	Pupils will begin to	Pupils will continue	Pupils will be able to
	shapes	explore contrasting	to explore a range	work individually and
	,	shapes and	of balances, across	collaboratively to
		balances, following	different levels,	creative unique
		the idea of different	introducing tension,	balances, showing
		shapes from	fluidity and control,	control, tension and
		opposite sides of a	in order to produce	fluidity with stability
		midline	creative shapes	and shape
	To identify different	2	3	4
	elements of a	Pupils will be able to	Pupils will be able to	Pupils will confidently
	gymnastics routine	clearly demonstrate	discuss how to	discuss the
		the start and end of	construct a routine,	construction of a
		routines,	and begin to	routine, as well as
		highlighting obvious sections	highlight clear start	planning and
_	To review some	Sections	and end phases	performing 4
	complex gymnastics	Pupils will begin to	Pupils will be able to	Pupils will
	positions	describe what they	discuss strengths	demonstrate a range
	positions	see when observing	and key points in a	of complex balances,
		a range of balances	range of balances,	discussing body
		and shapes	as well as	position as well as
		·	attempting them	describing others'
				balances
	To use gymnastics	2	3	4
	terminology	Pupils will be able to	Pupils will begin to	Pupils will be able to
		use basic terms-	introduce; tension,	use key terminology
		balance, travel,	fluid, rigid as well as	confidently to describe
		jump, shape,	describing basic	own and other pupils
L		stretch/ extend	terminology	routines



#### YEAR 6 GYM - TRAVELLING - IN 'WW2'

- To demonstrate safety whilst using the apparatus.
- To travel in and out of counter balances in different ways.
- To review modes of travel in gymnastics.
- To take off both one and two footed.
- To perform with confidence in front of the class

To demonstrate	2	3	4
safety whilst using	Pupils will be able to	Pupils will discuss	Pupils will take lead
the apparatus	discuss a number of	safe use of the	when setting up and
	safety tips/ rules in	apparatus when	taking down
	regard to apparatus-	using it, as well as	apparatus, as well as
	set up/ use/ putting	demonstrating safe	confidently
	away	use continuously	demonstrating safe
			use throughout
To travel in and out	2	3	A Describe will
of counterbalances	Pupils will be able to	Pupils will explore	Pupils will
in different ways	discuss what is	different ways of	demonstrate control
	meant by counterbalances-	transitioning in and out of	and fluency, moving in and out of
	and follow guidance	counterbalances,	increasingly
	transitioning in and	introducing a sense	complex
	out of simple shapes	of creativity	counterbalances
To review modes of	2	3	4
travel in gymnastics	Pupils will begin to	Pupils will explore a	Pupils will
	discuss different	variety of travel	demonstrate a
	ways that they can	within routine,	range of travel
	travel within a	discussing level,	within routine, as
	routine, continuing	tempo and shape	well as confidently
	to develop skill set	within routines	discussing the
- · · · · · · · · · · · · · · · · · · ·			impact in routine
To take off both one	2	3	4
and two footed	Pupils will continue	Pupils will	Pupils will
	to demonstrate	demonstrate control from take-off to	demonstrate confidence and
	some control during take offs, using	landing, beginning	control in take-off,
	different speeds	to hold shape whilst	landing, accelerating
	prior to jumping	in the air and	into movements,
	prior to jumping	beginning to link	and linking in
		movements after	shapes/ balances
To perform with	2	3	4
confidence in front	Pupils will be able to	Pupils will	Pupils will
of the class	perform	demonstrate	demonstrate control
	independently/ with	increasing	and technique when
	a partner in front of	confidence,	performing in front
	another pupil/ small	performing in front	of the whole class
	group	of larger groups	(individual/ group)



#### YEAR 6

#### DANCE - STYLE - STREET DANCE

- Able to express attitude and strong dynamics.
- Able to develop physical skill strength in upper body.
- Able to demonstrate street dance technique top rock, slides, helico
- Able to demonstrate relationships confrontation.
- Able to explore space directions and formation.

Able to express	2	3	4
attitude and strong	Pupils will be able to	Pupils will explore	Pupils will develop
dynamics	describe what is	the theme of	character when
	meant by 'attitude'	'attitude' working	performing 'attitude'
	and 'strong' being	independently/ with	and 'strong'
	able to follow some	a partner to come	movements,
	basic examples/	up with a number of	beginning to work to
	demonstrations	different poses	music with rhythm
Able to develop	2	3	4
physical skill-	Pupils will begin to	Pupils will begin to	Pupils will
strength in upper	follow	explore different	demonstrate control
body	demonstrations and	ways of improving	over movements,
	guidance,	upper body	focusing on upper
	performing simple	strength, planning	body, being able to
	exercises/	and attempting a	meet demands of
	movements to	range of different	the activity/ pose/
	develop upper body	activities/ exercises	sequence
Able to demonstrate	2	3	4
street dance	Pupils will attempt	Pupils will begin to	Pupils will
technique- top rock,	to follow	explore performing	seamlessly
slides, helicopter	demonstrations and	the techniques at	transition into and
	guidance	different tempos,	out of techniques,
	performing a range	alongside to music,	developing
	of techniques-	maintaining control	character, whilst
	breaking down into	over their body	maintaining control
	smaller chunks	throughout	and rhythm
Able to demonstrate	2	3	4
relationships-	Pupils will be able to	Pupils will explore	Pupils will effectively
confrontation	describe what they	'confrontational'	demonstrate
	understand by the	movements,	confrontation
	term 'confrontation'	individually and with	through poses/
	and begin to think of	a partner,	movements/
	how it can be	developing a sense	character whilst
	conveyed	of character	maintaining rhythm
Able to explore	2	3	4
space- directions	Pupils will be able to	Pupils will explore	Pupils will maintain
and formation	follow instruction	the space available	rhythm and
	and stand in simple	and introduce	introduce creative
	formations/	creative formations	formations to music
	sequences	into sequences	with control



#### YEAR 6

#### DANCE - SCIENCE - MATERIALS

- Able to demonstrate a range of dynamics: energetic and quick; flowing and continuous; rigid and hard.
- Able to demonstrate rippling and pouring actions.
- Able to develop relationships over / under / around.
- Able to explore the space around them travelling everywhere
- Able to explore the space around them specific pathways.

Able to demonstrate	2	3	4
a range of dynamics: energetic and quick; flowing and continuous; rigid and hard.	Pupils will be able to discuss the 3 states of matter, and link movements to states- beginning to follow demonstrations and prompts/ ideas	Pupils will begin to explore a range of movements- linking poses and travelling to describe a state of matter alongside music	Pupils will hold a number of shapes, introduce a range of travelling sequences to accurately demonstrate each state of matter, working with music
Able to demonstrate	2	3	4
rippling and pouring actions	Pupils will discuss what rippling and pouring actions may look like and begin to replicate others actions	Pupils will explore how to develop simple movements/ demonstrations, introducing creativity in movements	Pupils will perform fluid rippling and pouring actions, alongside to music, demonstrating control and fluency
Able to develop	2	3	4
relationships- over/ under/ around	Pupils will be able to work with another pupil, beginning to discuss different ways of moving around each other	Pupils will explore different modes of travelling, working together to create flow and storytelling in movements	Pupils will demonstrate creative ways of moving around each other as pairs, or as part of a group, to music with rhythm
Able to explore the	2	3	4
space around them- travelling everywhere	Pupils will begin to explore space around them, understanding when/ how to move	Pupils will begin to work alongside music, changing tempo depending on the beat of music	Pupils will show awareness of the space available, and create movement patterns into space with character
Able to explore the	2	3	4
space around them- specific pathways	Pupils will begin to follow guidance and set pathways, moving to a set speed/ level/ theme	Pupils will continue to develop character when moving in set pathways, adjusting speed/ character to the speed of music	Pupils will demonstrate strong character in movements following specific pathways



#### YEAR 6 DANCE - HISTORY - WW2

- Able to move with a range dynamic to express different emotions.
- Able to execute jitterbug actions.
- Able to develop relationships leading and following.
- Able to demonstrate unison as a group.
- Able to demonstrate and create shapes representing unity.

Able to move with a	2	3	4
range dynamic to	Pupils will begin to	Pupils will explore	Pupils will develop a
express different	discuss actions/	different emotions	strong sense of
emotions	poses related to	through	character, moving with
	certain emotions-	movements-	rhythm to music,
	following prompts	beginning to	demonstrating a
	and demonstrations	introduce creativity	range of actions/
		to a theme	poses/ travels
Able to execute	2	3	4
jitterbug actions	Pupils will follow	Pupils will explore	Pupils will confidently
	demonstrations,	jitterbug	demonstrate a range
	developing	movements and	of jitterbug steps,
	confidence	patterns alongside	maintaining rhythm,
	performing simple	to music, developing	control and fluidity in
	jitterbug movements	a sense of rhythm and confidence	sequences
Able to develop	niovements	and confidence	1
relationships-	Pupils will begin to	Pupils will begin to	Pupils will effortlessly
leading and	develop a sense of	lead and follow	lead and follow
following	leading/ following	movements in time	partners movements,
Tollowing	through simple A &	to music, developing	working with rhythm
	B activities	relationship	and character
		dynamics	
Able to demonstrate	2	3	4
unison as a group	Pupils will begin to	Pupils will develop	Pupils will effectively
	explore timing with	timing further,	demonstrate timing
	a partner,	working within a	and unison, working in
	attempting to work	small group,	sync with their group,
	in unison, following	exploring unison in	producing identical
	simple movements	time to music	movements
Able to demonstrate	2	3	4
and create shapes	Pupils will discuss	Pupils will explore	Pupils will
representing unity	what it meant by the	the theme of unity,	demonstrate
	term 'unity' and	developing a sense	character and
	attempt a range of	of character in	musicality, clearly
	simple poses/	movements/	conveying unity
	movements	sequences, working	through sequences
	associated	with music	with rhythm/ unison



#### YEAR 6 INVASION GAMES - RUGBY LEAGUE

- To further develop basic passing and ball handling skills
- To understand different ways to outwit a defender
- To develop tactical awareness in game play scenarios
- To consolidate all skills associated to rugby league
- To experience attacking v defending scenarios, putting skills into practice.

	To further develop	2	3	4
	basic passing and	Pupils will be able to	Pupils will continue	Pupils will
	ball handling skills	recap some basic	to consolidate skills,	demonstrate control
		skills developed,	exploring	and fluidity in ball
		showing control	movements at	handling skills,
		over simple	different speeds/	maintaining grip and
ļ		movements	different grips etc	not dropping the ball
	To understand	2	3	4
	different ways to	Pupils will begin to	Pupils will introduce	Pupils will
	outwit a defender	work with a partner,	skills into group	demonstrate a range
		developing ideas of	practices/ activities,	of passing, agility, and
		how to beat them in adapted 1v1	demonstrating some knowledge of	teamwork skills in
		scenarios	outwitting	order to successfully outwit opponents
-		Sceriai ios	opponents	outwit opportents
	To develop tactical	2	3	Δ
	awareness in	Pupils will begin to	Pupils will begin to	Pupils will consistently
	gameplay scenarios	achieve success in	work as a team,	demonstrate
	game pray a construct	adapted gameplay	discussing tactics,	awareness of
		(overload/ uneven	linking passing and	attacking/ defensive
		attacking teams)	movements in order	positions and adjust
		Ç ,	to succeed in	accordingly
			gameplay	
Т	To consolidate skills	2	3	4
	associated to rugby	Pupils will be able to	Pupils will be able to	Pupils will confidently
	league	recall the skills	showcase a range of	demonstrate a range
		developed within	developed skills, in	of passing, attacking,
		Rugby and	isolation and	defending, and ball
		demonstrate within	transferring into	handling skills with
		isolation	competitive	control
L	T	2	scenarios	4
	To experience	2 Dupile will	Bunils will be able to	A Dunila will participate
	attacking v	Pupils will	Pupils will be able to	Pupils will participate
	defending scenarios,	experience game	follow rules, beginning to self-	in game play, demonstrating
	nutting skills into			
	putting skills into	play following Rugby	o o	<u> </u>
	putting skills into practice	League rules,	officiate, while	developed
	, -	League rules, beginning to	officiate, while demonstrating a	developed understanding of rules
	, -	League rules,	officiate, while	developed