

Learning Outcomes

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

Learning Outcomes

- 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 an awareness of space	2	3	4
	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 prompts
To be able to throw a ball underarm	2	3	4
	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 ball towards a target	2	3	4
	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 bounce a ball	2	3	4
	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 and receive a ball	2	3	4
	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

Learning Outcomes

- 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 balance in basic movement	2 Pupils will begin to demonstrate changing speed and direction whilst maintaining balance	3 Pupils will confidently move around a space, changing direction under control	4 Pupils will fluently move around an area at different speeds, changing direction whilst maintaining a strong sense of balance
To show spatial awareness during running and chasing games	2 Pupils will follow other pupils into 'space' whilst attempting to evade	3 Pupils will begin to think about and move towards space when evading other pupils	4 Pupils will consistently move towards space in a range of evasion activities, showing a range of speeds
To run around & over objects, demonstrating control & balance	2 Pupils will begin to explore different ways of manoeuvring around obstacles and equipment under guidance	3 Pupils begin to move around objects at a range of speeds and levels, to begin to show control and balance in movements	4 Pupils develop their own ways of moving around equipment, maintaining balance and control throughout different speeds
To become familiar with the names of different types of equipment	2 Pupils will begin to name a range of basic equipment with visual support from teachers/ staff	3 Pupils will name a range of equipment with minimal support, and understand when/ how to use them	4 Pupils will confidently name a range of equipment, and discuss how and when they are used in activities
To hit or push an object towards a stationary target	2 Pupils will begin to develop success when aiming for a target over a short distance	3 Pupils will begin to develop technique and confidence over a range of distances	4 Pupils will consistently and fluently hit a target using a range of different techniques

Learning Outcomes

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

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

- 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 sideways actions.
- Able to develop relationships - away, towards and around partner.

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

- 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

To move fluently, changing direction & speed easily	2	3	4
	Pupils will begin to explore movements at different speeds (bigger curve pattern when changing direction)	Pupils will begin to move around the area at varying speeds, slowing down before changing direction under control	Pupils will demonstrate control in changing direction quickly- using side steps/ shoulder drops/ stutter steps etc
To use different movements, speeds & pathways	2	3	4
	Pupils will begin to explore movements at different speeds following a set pattern of pathways	Pupils will begin to explore acceleration and deceleration under control, following their own pathways	Pupils will demonstrate a range of speeds, under control, changing direction and speed fluently maintaining balance
To recognise space in games	2	3	4
	Pupils will begin to understand where space is in an area and follow cues to move into it	Pupils will begin to move into space with greater frequency and less amount of cues	Pupils will continuously look to move into space within the area without any cues
To consolidate passing and receiving	2	3	4
	Pupils will show some control in isolated practice, demonstrating passing and receiving with dominant side	Pupils will begin to explore passing and receiving using both sides of the body in isolation and whilst travelling around an area	Pupils will demonstrate confidence and consistency in passing and receiving in isolation and on the move
To describe and copy what others are doing	2	3	4
	Pupils will begin to have awareness of others actions and attempt to replicate them	Pupils will be able to successfully copy others movements and actions with repetitive success	Pupils will confidently watch other groups, describe their actions and replicate with success under control

Learning Outcomes

- 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 object towards a set target	2 Pupils will begin to develop striking technique, practicing in isolation, striking the ball slowly at a target	3 Pupils will develop confidence striking an object towards a target over different distances, developing power and accuracy	4 Pupils will demonstrate control over striking technique and consistency towards an object, controlling power, distance & accuracy
To balance a ball on a racket with control	2 Pupils will begin to balance small objects on large racquets, beginning to slow move around an area	3 Pupils will vary the speed in which they can move around an area whilst balancing a ball on a racquet	4 Pupils will confidently move around an area, keeping the ball on a racquet with control at different speeds
To recognise and begin to use space in games	2 Pupils will begin to move around an area, looking for space and moving towards with prompts	3 Pupils will begin to find space within an area and move towards it with limited prompts/ cues	4 Pupils will confidently move towards space in a number of activities without prompts
To attempt to strike a ball over and beyond a target	2 Pupils will begin to develop technique when striking a ball into the air- using guidance (tees etc.)	3 Pupils will begin to strike the ball over a target (over varying heights) demonstrating some control & accuracy	4 Pupils will demonstrate control, power and accuracy consistently striking a ball over and beyond a target
To attempt to 'set' a ball in the air repetitively (Volleyball)	2 Pupils will be able to successfully demonstrate the 'set' position and strike a ball in the air	3 Pupils will begin to show control over the height of the set, managing repetitive sets	4 Pupils will confidently set the ball to other pupils, and keep the ball under control when 'setting'

Learning Outcomes

- 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).

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

- 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 different rolls	2	3	4
	Pupils will be able to attempt to copy some basic rolls following guidance and demonstration	Pupils will explore different types of rolls, holding shape and beginning to demonstrate some control	Pupils will demonstrate clear control and tension when rolling, beginning to think of how to sequence movements
To explore gymnastic actions and still shapes	2	3	4
	Pupils will be able to hold some basic gymnastic shapes and simple transitions/ travel movements	Pupils will begin to explore more complex shapes, transitions, movements and rolls	Pupils will confidently demonstrate control and tension in a range of actions and gymnastic shapes
To watch, copy and describe what they and others have done	2	3	4
	Pupils will begin to have awareness of others actions and attempt to replicate them	Pupils will be able to successfully copy others movements and actions with repetitive success	Pupils will confidently watch other groups, describe their actions and replicate with success under control
To create some wide & narrow shapes	2	3	4
	Pupils will attempt to follow demonstration and guidance to replicate some basic wide and narrow shapes	Pupils will begin to explore different wide and narrow shapes, holding shapes with control and tension	Pupils will develop creativity in wide and narrow shapes, confidently demonstrating control, balance and tension
To take off, jump & land with control	2	3	4
	Pupils will follow demonstrations of different ways of taking off whilst moving around an area	Pupils will explore different ways of taking off whilst moving at varying paces around an area	Pupils will confidently and fluidly take off and land with control whilst moving at increasing speeds

Learning Outcomes

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

Learning Outcomes

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

- 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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

- 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-ordinated & fluent way over obstacles	2	3	4
	Pupils will continue to demonstrate running and jumping technique, beginning to link movements (slowing down before and after)	Pupils will begin to explore run up, take off and landing and different speeds/ tempos building confidence and fluency	Pupils will confidently demonstrate fluency in movements, efficiently running/ jumping over obstacles without deviating from stride patterns
Develop awareness of distance & weight	2	3	4
	Pupils will begin to explore a variety of different throwing equipment, exploring throwing technique	Pupils will be able to discuss the weight of equipment and the amount of power required to throw certain distances	Pupils will confidently hold and throw a range of equipment, of different weights, using appropriate technique
To throw a range of different throwing implements	2	3	4
	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 awareness of distance & height	2	3	4
	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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

- 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 develop fundamental skills	2	3	4
	Pupils will continue to explore a range of movements associated to physical literacy, following demonstrations	Pupils will demonstrate more control over their movements and skills, showing confidence in movements	Pupils will confidently demonstrate more complex/ gross body movements/ skills under control and with fluidity
To take part in competitive activities	2	3	4
	Pupils will begin to engage with elements of competition, developing independence/ teamwork	Pupils will begin to cope with the demands of competition and demonstrate effort and desire to achieve a goal	Pupils will succeed in achieving goals whether independently or as part of a team, demonstrating a range of skills
To begin to work as a team	2	3	4
	Pupils will begin to develop communication and co-operation skills to achieve a common goal	Pupils will begin to discuss tactics and take on different roles within a group, working in competitive scenarios	Pupils will demonstrate excellent communication and co-operation skills, achieving success in competition
To further develop thinking and creativity	2	3	4
	Pupils will begin to follow guidance and suggestions in regards to rules/ game creation/ movements	Pupils will adapt games/ activities, modifying rules where appropriate and introducing challenge	Pupils will create unique games/ scenarios/ rules, confidently explaining and differentiating
To create different rules for games	2	3	4
	Pupils will introduce basic rules into activities (similar rules to 'popular' games)	Pupils will introduce a variety of rules and stipulations creating a unique approach to an activity	Pupils will begin to analyse and improve the rules of an activity, showing creativity and understanding

Learning Outcomes

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

Learning Outcomes

- 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 set of 'rules'.
- To climb safely.

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

- 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 treasure shapes	2	3	4
	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
Able to demonstrate pirate actions	2	3	4
	Pupils will begin to develop a sense of character, following basic movements associated to pirates	Pupils will begin to develop their pirate character, introducing different poses/ movements/ facial expressions	Pupils will confidently and creatively further develop character linking movements and creating a small sequence
Able to move with strong and fierce dynamics	2	3	4
	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 different levels (low/ medium/ high)	2	3	4
	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 relationships- contact work in boats	2	3	4
	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

Learning Outcomes

- 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 shapes to represent a dangerous animal	2	3	4
	Pupils will be able to name some dangerous animals, and perform some movements associated	Pupils will begin to develop character, introducing noises/ facial expressions on top of developed actions	Pupils will introduce a range of themes; hunting, pouncing, attacking etc. understanding and maintaining character
Able to demonstrate clawing tiger actions	2	3	4
	Pupils will be able to demonstrate some clawing actions following staff guidance and demonstration	Pupils will begin to explore different ways of moving around the area performing the clawing tiger action	Pupils will explore different levels and speeds when performing the clawing tiger, introducing expression
Able to move demonstrating fierce dynamics	2	3	4
	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 use the space to create an entrance	2	3	4
	Pupils will be able to follow guidance, following prompts to create a simple entrance	Pupils will begin to introduce creativity into movements, developing a starting pose	Pupils will react to music, starting at different levels/ poses/ dynamics when making an entrance
Able to develop relationships- action and reaction in George and the Dragon fight	2	3	4
	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

Learning Outcomes

- 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 a ball accurately and with speed	2	3	4
	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
To be able to catch a ball consistently	2	3	4
	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 with control and technique	2	3	4
	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 their understanding of space	2	3	4
	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 collaboratively within a small group	2	3	4
	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

Learning Outcomes

- 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.

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

- 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).

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

Learning Outcomes

- 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 teammates	2	3	4
	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 team-achieving common goals and working together successfully
To develop problem solving skills	2	3	4
	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 recognise some map symbols	2	3	4
	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 map reading skills	2	3	4
	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 to solve group/paired challenges	2	3	4
	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

Learning Outcomes

- 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 perform some basic jumps	2	3	4
	Pupils will attempt to follow guidance and demonstrations and attempt some basic jumps, beginning to hold shape	Pupils will demonstrate control in their jumps, holding tension and beginning to straighten limbs to achieve shape	Pupils will attempt jumps from standing/ elevated positions, holding rigid shapes and tension from immediately after take off to landing
To demonstrate shapes whilst in the air	2	3	4
	Pupils will begin to show control over jumps, and begin to explore different ways to create shapes in the air	Pupils will begin to explore a range of creative shapes they can hold in the air, developing control and tension when performing	Pupils will confidently demonstrate a range of shapes, holding tension and control whilst in the air (jumping from floor or elevated)
To develop knowledge to 'take off'	2	3	4
	Pupils will attempt to follow guidance and demonstrations of different ways to take off (standing/ run up)	Pupils will begin to link movements, and introduce creativity into the ways that they can take off	Pupils will demonstrate control when taking off from a number of creative ways at different levels
To develop knowledge of 'landing'	2	3	4
	Pupils will begin to develop double footed landing technique from jumps and leaps with some control	Pupils will begin to explore a variety of ways to 'land' at different levels, on different bases, at different speeds	Pupils will demonstrate control in a range of different landing positions, whilst maintaining stability
To change direction whilst jumping	2	3	4
	Pupils will begin to explore 90-180 degree turns whilst in the air- taking off from the ground and small apparatus	Pupils will begin to explore 180-360 degree turns whilst in the air- developing control and landing	Pupils will consolidate take-off and landing techniques whilst successfully attempting 360 turns in the air

- 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

Learning Outcomes

To build strength through pushing & pulling motions	2	3	4
	Pupils will begin to follow demonstration and guidance to perform a range of 'pushing' & 'pulling' motions	Pupils will begin to explore tension within their movements across different levels and apparatus	Pupils will maintain control and tension in 'pushing' & 'pulling' movements across a range of levels and apparatus
To perform with developing symmetry	2	3	4
	Pupils will begin to work with a partner, following guidance and demonstrations to hold simple balances & poses	Pupils will understand the term mirror and begin to explore different shapes 'mirroring' their partner successfully	Pupils will demonstrate control, tension and mirror-technique performing complex balances with their partners successfully
To use a change of direction in between jumps	2	3	4
	Pupils will begin to think about how they can transition between jumps using a stop-start approach	Pupils will develop creative ways of changing direction after landing, whilst demonstrating some control in movements	Pupils will effortlessly transition in between jumps, showing creative ways of changing direction under control
To copy and add to a shape	2	3	4
	Pupils will be able to add simple shapes to a sequence following prompts and guidance	Pupils will remember a sequence of shapes, whilst adding new shapes under control	Pupils will add creative shapes, whilst maintaining tension and control as part of a sequence
To find different ways to exit and enter apparatus	2	3	4
	Pupils will follow guidance and demonstrations of simple ways of entering/ exiting apparatus	Pupils will begin to explore creative ways of transitioning on/ off apparatus with control in movements	Pupils will show clear control and tension in movements on/ off apparatus with creative links to their next balance

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

- **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.**

Learning Outcomes

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

- 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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

- **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.**

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

- 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.

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

Learning Outcomes

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

- **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.**

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

- 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 from a powerful run & jumping technique	2	3	4
	Pupils will begin to consolidate knowledge from athletics activities, showing control in take-off and landing	Pupils will creatively demonstrate a sense of character, whilst continuing to develop power through acceleration and take-off	Pupils will develop 'strong' character, holding shape whilst jumping, accelerating in to and out of movements
Perform different movements with a range of dynamics	2	3	4
	Pupils will be able to follow instructions changing the tempo and dynamics of movements/ sequences	Pupils will continue to explore a variety of creative ways of changing the speed, tempo, and level of movements	Pupils will demonstrate control and fluidity within their sequences, exploring tempo, level, and shape
To perform a sequence of movements to music	2	3	4
	Pupils will begin to develop a sense of musicality, following guidance of linking sequence/ movements to simple beats	Pupils will explore different ways of travel, balance, and movements, developing a sense of rhythm working with a beat	Pupils will confidently demonstrate musicality, creating rhythm in their developed routine/ sequence
To evaluate gymnastics performance	2	3	4
	Pupils will begin to look at their own sequences/ balances and how highlight their own strengths	Pupils will be use developed gymnastics terminology when reviewing own and others performance	Pupils will confidently discuss strengths, areas of improvements and suggestions to improve own/ others performance
To review different methods of balance	2	3	4
	Pupils will begin to discuss different ways that they can balance, demonstrating simple balances discussed	Pupils will continue to consolidate terminology, and demonstrate through a range of simple- complex balances/ patterns	Pupils will confidently discuss a range of gymnastics techniques and terminology demonstrating wide range of skill

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

Learning Outcomes

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

- 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.

Learning Outcomes

To field as a collaborative team unit	2	3	4
	Pupils will continue to develop teamwork skills and positioning skills, understanding simple positions and fielding tactics	Pupils will continue to develop cohesion, communicating and co-operating, discussing strategy and positioning to achieve success	Pupils will demonstrate a range of fielding skills, incorporating high levels of positional understanding
To strike a ball or object 'cleanly' using different equipment	2	3	4
	Pupils will continue to explore different strokes, developing confidence striking a ball/ object using self-serve or a tee	Pupils will continue to demonstrate a knowledge of different strokes, developing accuracy and power striking	Pupils will demonstrate control, precision and a range of strokes when striking an object, with consistency
To retrieve, intercept, and stop a ball when fielding	2	3	4
	Pupils will begin to explore interceptions in a small/ isolated activity, understanding how to catch/ strike away a ball/ stop a rolling ball	Pupils will begin to transfer knowledge and understanding into competitive scenarios, achieving increasing success when intercepting passes/ stop rolling balls	Pupils will demonstrate understanding of positioning, man marking and defensive tactics in order to consistently intercept passes/ stop rolling balls
To strike a ball or object using both sides of the body	2	3	4
	Pupils will practice a range of batting strokes in isolation- using a tee or self-serve/ large ball, developing the feeling of striking from both sides	Pupils will attempt to strike the ball using both sides of their body, in isolation, transferring into some gameplay, developing success	Pupils will continue to explore striking the ball from both sides of the body, achieving consistency, demonstrating accuracy and power
Recognise their own and other's strengths	2	3	4
	Pupils will begin to highlight some of their strengths when striking a ball	Pupils will also begin to acknowledge other strengths as well as their own	Pupils will discuss their other strengths and highlight how to improve

Learning Outcomes

- 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 accuracy.

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

- 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.

Learning Outcomes

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

Learning Outcomes

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

- **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.**

Learning Outcomes

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

- 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.

Learning Outcomes

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

- 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.

Learning Outcomes

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

- 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

Learning Outcomes

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

- **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, helicopter**
- **Able to demonstrate relationships - confrontation.**
- **Able to explore space - directions and formation.**

Learning Outcomes

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

Learning Outcomes

- **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 a range of dynamics: energetic and quick; flowing and continuous; rigid and hard.	2	3	4
	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 rippling and pouring actions	2	3	4
	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 relationships- over/ under/ around	2	3	4
	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 space around them- travelling everywhere	2	3	4
	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 space around them- specific pathways	2	3	4
	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

Learning Outcomes

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

Learning Outcomes

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