

Subject PE

Physical Activity: Ball Skills and Games

| | EYFS/National Curriculum | Knowledge | Skills | Key vocabulary |
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| Year N | <p>End of Year N: Physical-Gross Motor</p> <p>Can mirror the playful actions or movements of another adult or child</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Demonstrates balancing confidently</p> <p>End of Year N: Personal, Social and Emotional</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Shows their confidence and self-esteem through</p> | <p>Ball Skills – Hands 1</p> <ul style="list-style-type: none"> • Know how to push, roll and bounce a ball with control. • Know how to move the ball into spaces, avoiding defenders. • Know how to focus on the ball as they move it. • Know how to use their imagination as they take part in game activities. • Understand life skills such as gratitude and empathy as they encourage and support each other. • Know how to demonstrate courage and self belief to keep working as hard as possible. <p>Games for Understanding</p> <ul style="list-style-type: none"> • Know how and when to move into spaces avoiding other pupils. • Know how and when to adjust their speed and change direction to avoid other pupils. • Know how and when to move in different ways, moving confidently and concentrating on any instructions. • Understand life skills such as fairness, while playing by the rules of the game and | <p>Ball Skills - Hands 1</p> <ul style="list-style-type: none"> • Explore pushing • Explore rolling • Explore bouncing • Explore bouncing into space • Combine pushing and rolling • Combine rolling, pushing and bouncing <p>Games For Understanding</p> <ul style="list-style-type: none"> • Taking turns/keeping the score • Understanding and playing by the rules • Avoiding a defender • Preventing an attacker from scoring | <p>Ball Skills - Hands 1</p> <p>Rolling Pushing Bouncing Space</p> <p>Games For Understanding</p> <p>Space Rules Sharing</p> |

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| | being outgoing towards people, taking risks and trying new things. | <p>empathy when they need to encourage others.</p> <ul style="list-style-type: none"> • Know how to keep the score and understand why it is important to try our hardest. | | |
| Year R | <p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. They handle equipment and tools effectively.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.</p> | <p>Ball Skills – Hands 2</p> <ul style="list-style-type: none"> • Know how to throw, roll and stop a ball with control. • Know how to catch and will be ready to receive a ball. • Know how to show concentration by focusing on the ball and the target. • Know how to listen carefully and follow the instructions. • Understand fairness and empathy as they encourage and support each other. • Know how to demonstrate courage and self belief to keep working as hard as possible. <p>Ball Skills – Feet 1</p> <ul style="list-style-type: none"> • Know how to dribble the ball keeping control • Know how to move the ball into spaces avoiding any defenders. • Know how to show concentration skills as they focus on the ball and listen to all the instructions. • Understand fairness and empathy as they encourage and support each other • Know how to demonstrate courage and self belief to keep working as hard as possible. | <p>Ball Skills - Hands 2</p> <ul style="list-style-type: none"> • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching <p>Ball Skills - Feet 1</p> <ul style="list-style-type: none"> • Explore moving with a ball using our feet • Develop moving with a ball using our feet • Understand dribbling • Develop dribbling against an opponent | <p>Control Throwing Catching Distance Power Rolling Stopping Aiming</p> <p>Defender Opponent Space Dribbling Control</p> |

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| <p>Year 1</p> | | <p>Pupils will know and how to develop their ability to pass the ball accurately with hand or foot.</p> <p>Pupils will know how to send a ball towards a target, applying the correct technique and aiming carefully.</p> <p>Pupils will know the rules of simple games and the need to play fairly.</p> <p>Self and Peer Evaluation Watch and describe performances.</p> <p>Begin to say how they could improve.</p> | <ul style="list-style-type: none"> • Practise basic striking, sending and receiving. • Throw underarm and overarm. • Catch and bounce a ball. • Travel with a ball in different ways and directions with control and fluency and with different speeds. • Apply passing the ball/object with accuracy in a team game • Use kicking skills in a game. • Pupils will also be able to receive and stop a ball • Begin to use simple defensive skills such as marking a player or defending a space. • Begin to use simple attacking skills such as dodging to get past a defender. • Follow simple rules to play games, including team games. Pupils will be able to collaborate and work together in a team. | <p>(Additional key vocabulary) Attack, Defend, Dribbling, Control, Collaboration, Accuracy, Passing, Power Fitness</p> |
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| <p>Year 2</p> | <p>End of Key Stage 1 Statement: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>participate in team games, developing simple tactics for attacking and defending</p> | <p>Apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p>Pupils will know the rules of simple games and the need to play fairly with others.</p> <p>Self and Peer evaluation Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about their differences between their work and that of others.</p> | <ul style="list-style-type: none"> • Strike or hit a ball with hand or foot with increasing control for accuracy and distance • Vary types of throw used. • Combine dribbling, passing and receiving, keeping possession with hands/feet to score a point in a game situation • Change speed and direction whilst running. • Begin to use and choose the best space in a game. • Begin to use and understand the terms defending and attacking. • Use at least one technique to attack or defend to play a game successfully. | <p>(Additional key vocabulary) Opponent, Possession, , Goal, Score, Fair, Sportsmanship, Improve, Communication, Evaluate Defender Attackers Rules Signalling Warm Up / Cool down</p> |
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Year 3

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| <p>Invasion Games Pupils will learn to continue to develop and refine correct techniques to outwit their opponents and keep possession of the ball and score.</p> <p>Pupils will be introduced to effective techniques for shooting a goal.</p> <p>Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team.</p> <p>.</p> <p>Striking and Fielding Games Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game.</p> <p>Pupils will understand the difference between attack and defence (batting and fielding).</p> <p>Net Wall Games Pupils understand where to play the ball and why</p> <p>Pupils develop their understanding of why they need to be accurate when using a racket.</p> <p>Self and peer evaluation Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> | <p>Invasion Combine dribbling, and passing skills to move with the ball in a variety of ways with some control.</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Apply and follow rules fairly.</p> | <p>Striking and Fielding Practise the correct batting technique with a range of equipment and use it in a game.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast, slow)</p> <p>Apply and follow rules fairly.</p> | <p>Net/ Wall Pupils direct ball to their partner's target.</p> <p>Pupils always return to the correct court position and be ready after every shot</p> <p>Pupils grip the racket correctly</p> <p>Pupils push the shot using back hand and forehand shot</p> <p>Pupils able to make contact with the ball after one bounce</p> <p>Pupils return the ball back over the net to their opponents' side of the court</p> | <p>(Additional key vocabulary) Send Pass Receive scoring Tactics Feed Aiming Striking Fielder , Batter Bowler , Net Games, Invasion Games barrier Space Forehand, Backhand, Ready position, Shot, Grip. Contact, Rally, Out</p> |
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Year 4

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| <p>Invasion Games Know how to keep and win back possession of the ball in a team game.</p> <p>. Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills</p> <p>Striking and Fielding Games Pupils will apply an understanding of where, when and why they utilise their fielding skills to stop the batters using their batting skills to outwit the fielders.</p> <p>Pupils will know how to collaborate with others and apply the rules of the game.</p> <p>Net Wall Games. Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponent's side of the court.</p> <p>Pupils will know how to collaborate with others, applying the rules of the game.</p> <p>Self and peer evaluation Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> | <p>Invasion Consistently pass a ball with accuracy and control.</p> <p>Use at least two different passes in a game situation.</p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Vary the tactics they use in a game.</p> | <p>Striking and Fielding Use hand-eye coordination to strike a moving and stationary ball consistently</p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics they use in a game.</p> | <p>Net Wall Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation.</p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Pupils will hit the ball into space on their opponent's side of the court, creating space for the next shot that will win them the point.</p> | <p>Outwit Tackling, Blocking, Free Hit, Try, Tagging, Ball Carrier, Forward Pass, Chest pass, bounce pass, shoulder pass scoring zone Fielding Wicket Run Stumps post rounder backstop Agility Balance co-ordination</p> |
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Year 5

Invasion Games
 Pupils will begin to know how to create and apply tactics that they can then adapt depending whether they are attacking or defending

Pupils will understand how to develop their communication skills as they officiate in game based scenarios.

Striking and Fielding Games
 Pupils will begin to know how to create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.

Net Wall Games
 Pupils will understand where to serve and why.
 Pupils will begin to create, understand and apply tactics in their games.
 Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.

Self and peer evaluation
 Choose and use criteria to evaluate own and others performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Invasion
 Consistently pass a ball with speed and accuracy using appropriate techniques/ equipment in a game situation

Choose the best tactics for attacking and defending.

Devise and adapt rules to create their own game.

Striking and Fielding
 Consistent use of techniques for all strokes.

Consolidate different ways of throwing and catching and know when each is appropriate in a game.

Use fielding skills as a team to prevent the opposition from scoring. Devise and adapt rules to create their own game.

Net Wall
 Consistently able to play the ball into space

Able to serve overarm accurately to start the game.

Consistently develop a backhand technique and use it in a game

Practise techniques for all strokes. Devise and adapt rules to create their own game.

Forward Pass Shadowing, Tracking back, Drag back, Marking, Pressure, Counter Attack, Man to man marking , Goal side, Offside, Transition, Feed, Aiming, Striking, Hitting, Run out, Wicket keeper, Backstop, No ball, Wide, Base, Rules, Referee, ,Volley serve , baseline side line scoring 'D' Contact Obstruction Basket free throw

Year 6

End of Key Stage 2 Statement:
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Develop technique and control

All Games
Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games. Pupils will collaborate effectively with their partner/ team , communicating and supporting each other.

Self and peer evaluation
Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Invasion
Choose and make the best pass in a game situation and link a range of skills together with fluency. Keep and win back possession of the ball effectively and in a variety of ways in a team game.

Think ahead and create a plan of attack or defence.

Follow and create complicated rules to play a game successfully.

Communicate plans to others during a game.

Striking and Fielding
Use good hand-eye coordination to be able to direct a ball accurately and for distance when striking or hitting.

Show confidence in using ball skills in various ways in a game situation and link these together effectively.

Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play

Net Wall
Understand how to serve in order to start a game. Demonstrate a good awareness of space.

Think ahead and create a plan of attack or defence. Follow and create complicated rules to play a game successfully.

Communicate plans to others during a game. Lead others during a game.

Knock on, , Through ball, Wide, Base, Over, Innings Boundary, Four runs, Six runs, Umpire, Rules, Referee, Doubles, Singles Set, deuce,

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pupils should enjoy communicating, collaborating and competing with each other.

a game successfully.

Communicate plans to others during a game.
Lead others during a game.

Activity Area: Gymnastics

| Year group | EYFS/National Curriculum | Knowledge | Skills | Key vocabulary |
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| <p>Year N</p> | <p>End of Year N: Physical- Gross Motor</p> <p>Can mirror the playful actions or movements of another adult or child</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Demonstrates balancing confidently</p> <p>End of Year N: Personal, Social and Emotional</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things.</p> | <p>Gymnastics - Moving</p> <ul style="list-style-type: none"> • Know how to move and balance in big and small ways, applying champion gymnastics criteria, both on the floor and on apparatus. • Know how to move their bodies in a variety of ways on the floor and on apparatus. • How to show empathy and gratitude as they encourage and congratulate others in their work. • Know how to show self belief as they travel with confidence, over, under and through apparatus. | <p>Moving</p> <ul style="list-style-type: none"> • Explore moving and making shapes using different body parts • Explore moving in different directions • Explore big and small ways of moving and making shapes • Moving in pairs • Creating shapes in pairs <p>Can hold a body shape still</p> | <p>Shape</p> <p>Big</p> <p>Small</p> <p>Mat</p> <p>Bench</p> <p>Champion gymnast</p> |
| <p>Year R</p> | <p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. They handle equipment and tools effectively.</p> | <p>Gymnastics – High, Over, Under, Over</p> <ul style="list-style-type: none"> • Know how to move and balance in big and small ways, applying champion gymnastics criteria, both on the floor and on apparatus. • Know how to move their bodies in a variety of ways on the floor and on apparatus. • How to show empathy and gratitude as they encourage and congratulate others in their work. | <p>High, Over, Under, Over</p> <ul style="list-style-type: none"> • Introduction to high, low, over and under • Introduction to the apparatus • Applying high and low on apparatus • Can hold a balance for count of 3 | <p>Shape</p> <p>Big</p> <p>Small</p> <p>High</p> <p>Low</p> <p>Apparatus</p> <p>Champion gymnast</p> |

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| | <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.</p> | <ul style="list-style-type: none"> Know how to show self belief as they travel with confidence, over, under and through apparatus. | | |
| Year1 | | <p>Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement. Applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>Self and Peer Evaluation Watch and describe performances.</p> <p>Begin to say how they could improve.</p> | <p>Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide) Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Begin to move with control and care.</p> | <p>(Additional vocabulary) Points Patches control Flexible Spin, twist leap Land Wide Narrow Curled Transition Linking Bench mat table plank, hold</p> |
| Year 2 | <p>End of Key Stage 1 Statement Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in co-operative physical activities, in a range of increasingly challenging situations.</p> | <p>Pupils will know how to be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p>Self and Peer evaluation Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about their differences between their work and that of others.</p> | <p>Copy, explore and remember actions and movements to create their own sequence of 3 moves or more</p> <p>Able to use correct technique for rolling backward in a tuck roll (without going over)</p> <p>Able to perform a roll in pike position and straddle position (teddy bear roll)</p> | <p>High Low Travel, Slide Rolling Jump Land Flexible Tension Extension Stretch Balance Spin Linking Sequence Technique Flow Direction log roll, teddy bear roll, tuck ,straddle , pike Agility, co-ordination,</p> |

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| | | | <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land safely with increasing control and balance.</p> <p>Able to repeat movement on apparatus</p> | <p>apparatus, muscles,</p> |
| Year3 | | <p>Pupils will know how to execute 'excellent' balances and movements in both symmetrical and asymmetrical ways.</p> <p>Pupils will know how to link these movements and balances together.</p> <p>(Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.)</p> <p>Pupils will know how to collaborate as they work together to create their sequences and share apparatus space with others.</p> <p>Self and Peer evaluation Describe how their performance has improved over time.</p> | <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> | <p>Pathway Flexible Direct Travel Stretch Wide Thin Long Short Curled Roll Jump Levels Speeds, extension Sequence Contrasting Acceleration deceleration Direction forwards backwards sideways co-ordination leap Spin side step tension extension even uneven symmetrical asymmetrical balance, core muscles</p> |
| Year 4 | | <p>Pupils will know how to execute 'excellent' balances and movements</p> | <p>Create a sequence of actions that fit a theme.</p> | <p>Extension Tension , relax Direction Sliding</p> |

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| | | <p>Understand why certain movements and balances are 'excellent'</p> <p>Pupils will know how to link these movements and balances together and understand the term 'flow'</p> <p>Self and Peer evaluation Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> | <p>Use an increasing range of actions, directions and levels so that their sequences begin to flow. .</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Begin to develop correct technique for cartwheels and handstands</p> <p>Be able to perform a forward roll from standing to standing position.</p> <p>Carry out balances, including bridges, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using apparatus.</p> | <p>Contrasting Communication co-operation receiving weight cart-wheel handstand turning speeds levels Spin flexibility co-ordination Bridges clarity fluency expression landing foot Flight , vault</p> |
| <p>Year5</p> | | <p>Pupils will know how to execute 'excellent' balances and movements in both symmetrical and asymmetrical ways.</p> <p>Pupil understand what counter balance and tension is.</p> <p>(Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.)</p> | <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Perform jumps, shapes, and balances fluently and with control.</p> | <p>Rotate Axis Flight Vault Wheel Spring Leap take-off land leap frog clock wise & anti clock wise Counter-balance Counter-tension</p> |

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| | | <p>Understand why certain movements and balances are 'excellent'</p> <p>Pupils will know how to accurately apply flow as they link their balances with movement.</p> <p>Self and Peer Evaluation Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> | <p>Consolidate technique for backward /forward roll in tuck and straddle position</p> <p>Consolidate technique for handstands including how to land correctly if over balanced.</p> <p>Confidently use apparatus to vault in a variety of ways.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> | |
| Year 6 | <p>End of Key Stage 2 Statement: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>They should enjoy communicating and collaborating with each other.</p> | <p>Pupils will know how to execute 'excellent' balances and movements in both symmetrical and asymmetrical ways.</p> <p>Pupils understand the terms unison and canon and demonstrate this in their work</p> <p>Pupils explore a variety of movements to ascertain the best moves to allow for flow and interesting, challenging gymnastics for sequences.</p> <p>Pupils will know how to collaborate showing cooperation skills with their partner / group as they work together to create their sequences and share apparatus space with others</p> <p>Self and Peer evaluation. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> | <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching, both on floor and on apparatus</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> | <p>Matching Mirroring contrasting communication leadership Synchronisation Canon unison</p> |

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| | | | Develop strength, technique and flexibility throughout performances. | |
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Activity Area: Dance

| Year group | EYFS/National Curriculum | Knowledge | Skills | Key vocabulary |
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| <p>Year N</p> | <p>End of Year N: Physical- Gross Motor</p> <p>Can mirror the playful actions or movements of another adult or child</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Demonstrates balancing confidently</p> <p>End of Year N: Personal, Social and Emotional</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things.</p> | <p>Dance - Nursery Rhymes</p> <ul style="list-style-type: none"> • Know how to move their bodies with big actions as they explore moving as different types of nursery rhymes. • Know how to use their curiosity and imagination as they experiment moving in different ways. • Know how to show empathy as they listen to ideas and watch others as they perform. • Know how to show their self belief as they move and travel with confidence. | <p>Nursery Rhymes</p> <ul style="list-style-type: none"> • Moving in sequence • Creating our own movements • Creating simple movement sequences • Responding in movement to words and music • Exploring contrasting tempos • Exploring character movements | <p>Champion Dancer Move Music Beat</p> |
| <p>Year R</p> | <p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. They handle equipment and tools effectively.</p> | <p>Dance - Dinosaurs</p> <ul style="list-style-type: none"> • Know how to move their bodies with big actions as they explore moving as different types of dinosaurs. • Know how to use their curiosity and imagination as they experiment moving in different ways. | <p>Dinosaurs</p> <ul style="list-style-type: none"> • Moving with control • Adding movements together • Responding to rhythm in character • Adding expression to our characters' (dinosaur) movements • Performing with a partner • Exploring relationships | <p>Champion Dancer Move Music Beat Rhythm Expression Control</p> |

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| | <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.</p> | <ul style="list-style-type: none"> • Know how to show empathy as they listen to ideas and watch others as they perform. • Know how to show their self belief as they move and travel with confidence. | | |
| Year 1 | | <p>Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear. Pupils understand what a 'champion' dancer is</p> <p>(Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.)</p> <p>Self and Peer Evaluation. Watch and describe performances. Begin to say how they could improve.</p> | <p>Copy and repeat actions. Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, and mirroring. Begin to improvise independently and create a simple dance.</p> | <p>Compose Timing Gesture Movement Dance phrase Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Describe Travel Slide Spinning Turning Tempo, Sequence</p> |
| Year 2 | <p>End of Key Stage 1 Statement Perform dances using simple movement patterns</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in co-operative physical activities, in a</p> | <p>Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear. Pupils understand what a 'champion' dancer is.</p> <p>(Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.)</p> <p>Self and Peer Evaluation. Watch and describe performances and use what they see to improve their own performance.</p> | <p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Begin to move in time with music.</p> | <p>Pattern canon, mirroring evaluate improve Theme, speed , level transition timing</p> |

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| | range of increasingly challenging situations. | | | |
| Year 3 | | <p>Pupils will know how to perform with expression and emotion as they tell a story.</p> <p>Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.</p> <p>(Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph)</p> <p>Self and Peer Evaluation. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> | <p>Begin to improvise with a partner to create a simple dance over a prolonged piece of music.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Pupils work successfully with their partner to execute their sequences in unison.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Move in time accurately to the beat of the music.</p> | <p>Creativity, character Dynamic, Transition, Rotation , expression Mimic, Mime, Gesture Flow</p> |
| Year 4 | | <p>Pupils will understand how to perform with big and clear movements that flow.</p> <p>They will understand how to perform with expression and be able to stay in character.</p> <p>Self and Peer Evaluation Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Confidently improvise with a range of big clear movements with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> | <p>Aesthetic Narrative, Character, Formation synchronise , dance style precise, spatial awareness.</p> |

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| | | | Consistently demonstrate timing rhythm and spatial awareness as part of a larger group dance . | |
| Year 5 | | <p>Pupils will understand how to perform accurately and convincingly in character with big bold actions.</p> <p>Pupils will understand how to perform with flow and include a change of level and dynamic.</p> <p>Pupils will understand what makes an 'excellent dance'.</p> <p>Self and Peer Evaluation Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p> | <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of dynamic, level and timing in their movements.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Ensure their actions fit the rhythm of the music and do this independently.</p> <p>Modify parts of a sequence as a result of self or peer evaluation</p> | <p>Compose Timing</p> <p>Gesture</p> <p>Stillness, clarity,</p> <p>Action,</p> <p>Choreograph,</p> <p>Reaction</p> |
| Year 6 | <p>End of Key Stage 2 Statement: Perform dances using a range of movement patterns.</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Develop flexibility, strength, technique, control and balance</p> | <p>Pupils will know how to perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy.</p> <p>Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.</p> <p>Self and Peer Evaluation Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> | <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Perform with confidence using a range of movement patterns.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Dance with control and precision linking all movements and ensuring that transitions flow.</p> | <p>Structure, Fluency</p> <p>Combination</p> <p>precision transition</p> |

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| | <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>They should enjoy communicating and collaborating with each other.</p> | | <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> | |
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Activity Area: Locomotion and Athletics

| Year group | EYFS/National Curriculum | Knowledge | Skills | Key vocabulary |
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| <p>Year N</p> | <p>End of Year N: Physical- Gross Motor</p> <p>Can mirror the playful actions or movements of another adult or child</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Demonstrates balancing confidently</p> <p>End of Year N: Personal, Social and Emotional</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things.</p> | <p>Locomotion: Walking</p> <ul style="list-style-type: none"> • Know how to walk and move into space, change direction and keep away from the defenders. • Know why they move into space as they explore moving and walking. • Know how to show empathy and fairness as they listen, play by the rules and encourage others. • Know how to show their own self belief as they move and travel with confidence. • Know how to increase speed and be able to negotiate space | <p>Locomotion: Walking</p> <ul style="list-style-type: none"> • Explore/develop walking • Explore walking in different pathways • Sustain walking • Explore marching • Apply walking into a game <p>Be able to run within a large space avoiding obstacles.</p> | <p>Walking</p> <p>Marching</p> <p>Direction</p> <p>Speed</p> <p>Space</p> |
| <p>Year R</p> | <p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. They handle equipment and tools effectively.</p> | <p>Locomotion: Jumping</p> <ul style="list-style-type: none"> • Know how to jump and land safely. • Know how to adjust their speed and change direction as they jump in order to avoid the defenders. • Know how to explore their curiosity as they try jumping in a variety of different ways. | <p>Locomotion: Jumping</p> <ul style="list-style-type: none"> • Explore/develop jumping • Apply jumping into a game • Jumping for distance • Explore jumping high • Explore hopping | <p>Jumping</p> <p>Distance</p> <p>Height</p> <p>Space</p> <p>Hopping</p> <p>Speed</p> <p>Landing</p> |

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| | <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.</p> | <ul style="list-style-type: none"> • Know how to show fairness and empathy as they play by the rules and encourage other pupils. • Know how to show courage as they apply developing confidence while exploring their jumping skills. | | |
| Year 1 | | <p>Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why Pupils understand why we keep our head up, pump our arms and use the balls of our feet when running.</p> <p>Pupils will develop pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique.</p> <p>Pupils will begin to understand the different reasons when, where and why we jump in different ways</p> <p>Self and Peer Evaluation Watch and describe performances.</p> <p>Begin to say how they could improve.</p> | <p>Pupils run/jog/ skip and stay in space</p> <p>Running for speed: acceleration: Pupils use correct technique to run, (head up, pump arms, balls of feet)</p> <p>Explore running in a team Apply running in a game situation.</p> <p>Learn correct technique to improve height and distance in jumping.</p> | <p>Tag, acceleration, skipping, balls of feet, focus Leap, bend , spring, take off , land pump arms</p> |
| Year 2 | <p>End of Key Stage 1 Statement Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> | <p>Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p> <p>Pupils will demonstrate an understanding of why, when and where we jump in a game</p> | <p>Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. (Head up with low body position, bent knees, planting one foot on floor, leaning body to one side and moving other way quickly)</p> | <p>Acceleration, Skipping, dodge, impact combination, Agility, balance and co-ordination dodging, push off</p> |

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| | They should be able to engage in co-operative physical activities, in a range of increasingly challenging situations. | <p>Self and Peer evaluation Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about their differences between their work and that of others.</p> | <p>Apply dodging in teams</p> <p>Pupils will consistently apply the correct technique for jumping, (using arms, bend knees, head up)</p> <p>Pupils will accurately apply their jumping skills in combination and also within games.</p> <p>Begin to and then develop jumping combinations .</p> | lean, planting of foot |
| Year 3 | | <p>Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p> <p>Self and Peer Evaluation. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> | <p>Pupils will develop their ability to run pupils run with their head up and focused forwards</p> <p>Pupils able to consistently run with a pumping action with their arms and elbows bent.</p> <p>Consistently jump as fast/far as possible with the correct techniques</p> <p>Explore different ways of throwing (sling, push overarm).</p> <p>Pupils throw a bean bag for distance using the correct technique:</p> <p>Pupils able to release the bean bag at the right time by transferring body weight</p> | Accuracy, relay, changeover, baton, weight transfer, sling, push, overarm, javelin, shot, discus, technique. |
| Year 4 | | Pupils will apply a developing understanding of the correct technique for running fast vs | Pupils will be able to apply the correct technique for sprinting. | Pace, power, Stride pattern, rotate , |

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| | | <p> pacing, triple jump, javelin and why the correct technique is important</p> <p>pupils understand why we need to change our stride pattern during a race</p> <p>Self and Peer Evaluation Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> | <p>Pupils dip at the finish line</p> <p>They will explore pacing for running for distance.</p> <p>Begin to learn the correct technique for triple jump and javelin.</p> <p>Consolidate technique for different ways of throwing (sling, push overarm)</p> <p>Pupils apply the correct stance for throwing the javelin.</p> <p>Pupils rotate their bodies to create greater power to throw the javelin/ shot / discus further</p> | <p>sprinting, distance running, triple jump, stance , power</p> |
| <p>Year 5</p> | | <p>Pupils will demonstrate a strong understanding of how to apply the correct technique and why it is important.</p> <p>Self and Peer Evaluation Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p> | <p>Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>Pupils physically demonstrate how to change their stride length in order to improve acceleration</p> <p>Pupils begin to apply an accurate stance combined with a well-timed release to throw further</p> <p>pupils able to apply the correct arm and leg technique to make</p> | <p>Lap, Personal best hurdle, timing, release, long jump</p> |

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| | | | themselves jump further consistently | |
| Year 6 | <p>End of Key Stage 2 Statement: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Use running, jumping, throwing and catching in isolation and in combination play</p> <p>Develop technique and control</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Pupils should enjoy communicating, collaborating and competing with each other.</p> | <p>Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.</p> <p>Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique important for improved performance .</p> <p>Self and peer evaluation Thoroughly evaluate their own and others' work, against criteria suggesting appropriate improvements to develop their personal best</p> | <p>Pupils able to apply accurate head and arm technique to make themselves quicker</p> <p>Pupils keep their pace even when other pupils are sprinting of</p> <p>pupils able to consistently apply an accurate stance combined with a well-timed release to throw further</p> <p>Pupils consistently perform hop, skip, and jump in sequence, linking them smoothly together</p> | Personal Best, goal, challenge. |

Activity Area: Team building and OAA

| Year group | EYFS/National Curriculum | Knowledge | Skills | Key vocabulary |
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| Year 1 | | <p>Pupils will begin to understand what makes an effective team and why we must include everyone.</p> <p>Self and Peer Evaluation Watch and describe performances.</p> <p>Begin to say how they could improve.</p> | <p>Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team.</p> <p>Pupils will begin to explore simple strategies to solve problems.</p> <p>Pupils will use developing teamwork skills in pairs and small teams to complete all challenges successfully</p> | <p>Teamwork, Inclusion, Communication, Cooperation, Trust, Team member , Fairness, listen, time</p> |
| Year 2 | <p>End of Key Stage 1 Statement They should be able to engage in co-operative physical activities, in a range of increasingly challenging situations.</p> | <p>Pupils will demonstrate a strong understanding of what makes an effective team.</p> <p>Pupils will create and apply simple tactics.</p> <p>Self and Peer evaluation Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about their differences between their work and that of others.</p> | <p>Pupils will develop ability to apply effective teamwork, ensuring that everyone is included and understands their role.</p> <p>Pupils will begin to develop and apply simple strategies to solve problems</p> <p>Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully</p> | <p>Fairness, Courage, Motivation, Strategy</p> |

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| <h2>Year 3</h2> | | <p>Pupils will apply their understanding of what makes an effective team. Pupils will begin to understand different and understand roles within the team in order to complete challenges.</p> <p>Children will know how to follow a plan/map</p> <p>Self and Peer Evaluation. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> | <p>Pupils will work within a team to complete the different problem solving challenges successfully.</p> <p>Pupils will develop their ability to orientate a map/plan and represent it accurately.</p> | <p>Navigate, Orienteering, Symbol map, direction, represent, locate</p> |
| <h2>Year 4</h2> | | <p>Pupils will apply an ability to evaluate and improve strategies to solve the problems</p> <p>Pupils will apply understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p>Self and Peer Evaluation Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> | <p>Pupils will work within teams to find effective strategies and tactics in order to complete different problem solving challenges successfully.</p> <p>Children will experiment with different roles within challenges</p> <p>Develop pupils' ability to orientate a map, locate points in a set order. Pupils will follow the route they have been given to reach as many points as possible in an allocated time.</p> | <p>Non –verbal communication, Verbal communication, Route, Out of bounds, boundary, check points, negotiate, apply , role, leadership.</p> |

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| | | Modify their use of skills or techniques to achieve a better result. | Pupils will develop their ability to collaborate with others and work as a team to complete the challenges. | |
| Year 5 | | <p>Pupils will be able to think tactically and suggest good ideas for completing the challenges</p> <p>Pupils will consolidate their understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p>Self and Peer Evaluation Choose and use criteria to evaluate own and others performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p> | <p>Pupils will consolidate their developing ability to orientate a map and locate points, returning to base as quickly as possible.</p> <p>Children will know how to use a directional compass correctly.</p> | Control point, Scale compass, NE, NW, SE, SW, |
| Year 6 | <p>End of Key Stage 2 Statement Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Pupils should enjoy communicating, collaborating and competing with each other.</p> | <p>Pupils will refine their understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p>Pupils will be able to think tactically and create, evaluate and refine tactics for completing the challenges</p> <p>Self and peer evaluation</p> | <p>Refine pupils' ability to orientate a map, locate points in a set order.</p> <p>Create own orienteering routes for others to follow.</p> <p>Pupils will refine their ability to collaborate with others and work as a team to complete the challenges.</p> | Teamwork, Inclusion, Responsibility, |

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| | | Be able to reflect on and evaluate their own and others effectiveness in various roles within the challenges. | | |
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