

	Year 1/2	Year 3/4	Year 5/6
	Pupils should be taught to:	Pupils should be taught to:	
	master basic movements including running,	use running, jumping, throwing and catching in isolation and in combination	
	jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	1	priate [for example, badminton, basketball, cricket, and apply basic principles suitable for attacking and
	participate in team games, developing simple tactics for attacking and defending	develop flexibility, strength, technique, control a gymnastics]	and balance [for example, through athletics and
	perform dances, using simple movement	perform dances using a range of movement pa	tterns
	patterns	take part in outdoor and adventurous activity cl	nallenges both individually and within a team
		compare their performance with previous ones personal best	and demonstrate improvement to achieve their
	For instance:	For instance:	For instance:
	Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)	Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)	Develop techniques of a variety of skills to maximise team effectiveness
	Work co-operatively in teams	Work well as a team in competitive games  Apply basic principles of attacking and defending	Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)
OS O		Develop an understanding of fair play (respect team	Use tactics when attacking or defending
Games		-mates and opponents)	Apply rules of fair play to competitive games



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		For instance:	For instance:	For instance:
		Run for 1 minute	Run smoothly at different speeds	Sustain pace over longer distance – 2 minutes
		Show differences in running at speed and jogging	Choose different styles of running of different	Perform relay change-overs
		Use different techniques to meet challenges	distances	Identify the main strengths of a performance of self
		Describe different ways of running	Pace and sustain their effort over longer distances	and others
	Bu		Watch and describe specific aspects of running (e.g. what arms and legs are doing)	Identify parts of the performance that need to be improved
	Running		Recognise and record how the body works in different types of challenges over different distances	Perform a range of warm-up exercises specific to running for short and longer distances
			Carry out stretching and warm-up safely	Explain how warming up affects performance
			Set realistic targets of times to achieve over a short	Explain why athletics can help stamina and strength
tics			and longer distance (with guidance)	Set realistic targets for self, of times to achieve over a short and longer distance
Athletics				
		For instance:	For instance:	For instance:
		Perform the 5 basic jumps (2-2. 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)	Perform combinations of jumps e.g. hop, step, jump showing control and consistency	Demonstrate a range of jumps showing power and control and consistency at both take-off and landing
	3	Perform combinations of the above	Choose different styles of jumping	Set realistic targets for self, when jumping for
	Jumping	Show control at take-off and landing	Watch and describe specific aspects of jumping e.g.	distance or height
	Jum	Describe different ways of jumping	what arms and legs are doing	
		Explain what is successful or how to improve	Set realistic targets when jumping for distance for or height (with guidance)	



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		For instance:	For instance:	For instance:
penu		Throw into targets	Explore different styles of throwing, e.g. pulling,	Throw with greater accuracy, control and efficiency
		Perform a range of throwing actions e.g. rolling, underarm, overarm	pushing and slinging (to prepare for javelin, shot and discus)	of movement using pulling, pushing and slinging action with foam javelin, shot and discus
continued	ing	Describe different ways of throwing	Throw with greater control	Organise small groups to SAFELY take turns when
	Throwing	Explain what is successful or how to improve	Consistently hit a target with a range of implements	throwing and retrieving implements
Athletics	부		Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)	Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others
			Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)	implemente wiii traverrariarer aran etnere
		For instance:	For instance:	For instance:
		Copy some moves	Create dance phrases/dances to communicate an	Create longer,challenging dance phrases/dances
		Develop control of movement using:	idea	Select appropriate movement material to express
		Actions (WHAT) – travel, stretch, twist, turn, jump	Develop movement using;	ideas/thoughts/feelings
		Space (WHERE) – forwards, backwards, sideways,	Actions (WHAT); travel, turn, gesture, jump, stillness	Develop movement using;
	<b>a</b>	high, low, safely showing an awareness of others	Space (WHERE); formation, direction and levels	Actions (WHAT); travel, turn, gesture, jump, stillness
oce	sod	Relationships (WHO) – on own and with a partner	Relationships (WHO); whole group/duo/solo, unison/	Space (WHERE); formation, direction, level, pathways
Dance	Compose	by teaching each other 2 movements to create a dance with 4 actions	canon  Dynamics (HOW); explore speed, energy	Relationships (WHO); solo/duo/trio, unison/canon/ contrast
		Dynamics (HOW) – slowly, quickly, with appropriate expression	Choreographic devices; motif, motif development and repetition	Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)
		Use own ideas to sequence dance	Structure a dance phrase, connecting different	Choreographic devices; motif, motif development,
		Sequence and remember a short dance	ideas, showing a clear beginning, middle and end	repetition, retrograde (performing motifs in reverse)
			Link phrases to music	Link phrases to music



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Dance continued		For instance:  Move spontaneously showing some control and co-ordination  Move with confidence when walking, hopping, jumping, landing	For instance:  Perform dance to an audience showing confidence  Show co-ordination, control and strength (Technical Skills)	For instance:  Perform dance to an audience showing confidence and clarity of actions  Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)
	Perform	Move with rhythm in the above actions  Demonstrate good balance  Move in time with music  Co-ordinate arm and leg actions (e.g. march and clap)  Interact with a partner (e.g. holding hands, swapping places, meeting and parting)	Show focus, projection and musicality (Expressive Skills)  Demonstrate different dance actions – travel, turn, gesture, jump and stillness  Demonstrate dynamic qualities – speed, energy and continuity  Demonstrate use of space – levels, directions, pathways and body shape  Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting	Show focus, projection, sense of style and musicality (Expressive Skills)  Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness  Demonstrate dynamic qualities – speed, energy, continuity, rhythm  Demonstrate use of space – levels, directions, pathways, size and body shape  Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact
	Appreciate	For instance: Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy	For instance: Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and other's work -strengths and areas for improvement	For instance: Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and evaluate their own and others' work



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		For instance:	For instance:	For instance:
	Sequencing	Perform gymnastic sequence with a balance, a travelling action, a jump and a roll  Teach sequence to a partner and perform together	Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling  Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish	Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances  Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling
		For instance	For instance:	For instance:
ics	Balance	Stand and sit "like a gymnast"	taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes  Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand  Balance on floor and apparatus exploring which body parts are the safest to use  Explore balancing with a partner: facing, beside, behind and on different levels  tension  Mirror and match partner same shape on a different place  Explore symmetrical and own and with a partner  Explore and develop con partner's weight using co against) and counter tension  Mirror and match partner same shape on a different place  Explore symmetrical and own and with a partner  Explore and develop con partner's weight using co against) and counter tension  Mirror and match partner same shape on a different place  Explore symmetrical and own and with a partner  Explore and develop con partner's weight using co against) and counter tension	Perform balances with control, showing good body
Gymnastics		Explore the 5 basic shapes: straight/tucked/star/ straddle/pike Balance in these shapes on large body parts: back, front, side, bottom		Mirror and match partner's balance i.e. making same shape on a different level or in a different
		Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish		Explore symmetrical and asymmetrical balances on own and with a partner
		Shapes respectively)  Develop balance by showing good tension in the core and tension and extension in the arms and		Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)
		legs, hands and feet  Develop balance on front and back so that extended		Perform a range of acrobatic balances with a partner on the floor and on different levels on
		arms and legs are held off the floor (arch and dish	Move in and out of balance fluently	apparatus
		shapes respectively)		Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control



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	Balance continued	continued:  Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes		continued: Begin to take more weight on hands when progressing bunny hop into hand stand
Gymnastics continued	Travel	For instance:  Begin to travel on hands and feet (hands flat on floor and fully extend arms)  Monkey walk (bent legs and extended arms)  Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)  Bunny hop (transfer weight to hands)	For instance:  Use a variety of rolling actions to travel on the floor and along apparatus  Travel with a partner; move away from and together on the floor and on apparatus  Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping  Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus	For instance:  Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor  Increase the variety of pathways, levels and speeds at which you travel  Travel in time with a partner, move away from and back to a partner
	dmnf	For instance: Explore shape in the air when jumping and landing with control (e.g. star shape)	For instance:  Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)  Add a quarter or half turn into a jump before landing  Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action	For instance:  Make symmetrical and asymmetrical shapes in the air  Jump along, over and off apparatus of varying height with control in the air and on landing



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Gymnastics continued	Roll	Continue to develop control in different rolls  Pencil roll – from back to front keeping body and limbs in straight shape  Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength  Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position	Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.  Combine the phases of earlier rolling actions to perform the full forward roll  Begin the backward roll	Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet Explore symmetry and asymmetry throughout the rolling actions
Swimming and	All schools must provide swimming instruction in either KS1 or KS2.  In particular, pupils should be taught to:  • swim competently, confidently and proficiently over a distance of at least 25 metres  • use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)  • perform safe self-rescue in different water-based situations			



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S	Orientation	For instance: Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail	For instance: Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point	For instance:  Draw maps and plans and set trails for others to follow  Use the eight points of the compass to orientate  Plan an orienteering challenge
Outdoor and Adventurous Activities	Communication	For instance: Begin to work co-operatively with others Plan and share ideas	For instance: Co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe	For instance:  Plan and share roles within the group based on each other's strengths  Understand individuals' roles and responsibilities  Adapt roles or ideas if they are not working  Recognise and talk about the dangers of tasks  Recognise how to keep themselves and others safe
Outo	Problem Solving	For instance: Discuss how to follow trails and solve problems Select appropriate equipment for the task	For instance: Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working	For instance:  Plan strategies to solve problems/plan routes/follow trails/build shelters etc.  Implement and refine strategies