

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	Move freely using suitable spaces and speeds	Explore different ways of handling a ball	Recognise the best ways to score points and stop points being scored	Practice passing to a partner using a number of sending and receiving techniques	Children play small sided games to develop skills in use of space and support of each other	Show ways to keep the ball away from defenders	Understand different ways to attack and defend
	Catch a ball	Explore ways to send a ball or other equipment	Recognise how they work best with their partner	Improve accuracy of passes and use space to keep possession better	Aim to score more regularly and minimise mistakes	Change speed and direction to get away from a defender	Look to transition quickly between attack and defence to gain an advantage
	Send a ball	Retrieve and stop a ball using different parts of the body	Use different rules and tactics for invasion games	Remain in control of the ball while travelling	Choose and refine their techniques to keep possession and give their team a chance to shoot	Shoot accurately in a variety of different ways	Understand formations and how to choose right one
	Learn about exercise how this is good for us	Play a variety of running and avoiding games	Understand when to keep the ball and when to pass	Improve communication skills to help others know where they are	Plan ideas and tactics	Marking opponents	Develop and practice different tactics for different teams
	Learn a range of different ways to move and travel	Talk about what our bodies do during exercise e.g. breathing	Understand and develop tactics for attacking and defending	Begin to think about what to do after they have passed the ball	Understand different rules and how these make games fair	Watch and evaluate the games they play	Know how to supports team mates in
	Explore a range of different pieces of equipment and how they feel	Participate in team games	Watch others and begin to understand how to be successful	Understand which passes are best for certain situations	Understand simple patterns	Identify areas that are in need of improvement	
		Develop simple attacking and defending techniques				Identify the different skills required for each playing position	

				<p>Know when the time is right to shoot instead of pass</p> <p>Understand different positions and what the role is</p>	<p>of play and how these can be used effectively in match situations</p> <p>Evaluate how successful their tactics have been and how to improve them with practice</p>	<p>Suggest ways they could get more enjoyment from games</p> <p>Explore the effects of different pitch sizes</p> <p>Understand what needs to happen in the transition between defence and attack</p>	<p>attack and defence</p> <p>Develop their own ideas for warm ups and activities</p> <p>Understand how invasion games are good for fitness as well as team work</p>
<p>Net and Wall Games</p>	<p>Explore the use of a bat to send a ball to another person or area</p>	<p>Use the hand as a racket for sending a ball</p> <p>Explore the use of a racket as a way to send a ball</p> <p>Play 1v1 and 2v2 games based on Net Games (like tennis).</p>	<p>Use their skills to play end to end games, games over a barrier and fielding games</p> <p>Watch others and describe what is happening</p> <p>Talk about what they have done and how they did it</p> <p>Pass and receive a ball in different</p>	<p>Handle and strike a ball with a racket</p> <p>Use different shots</p> <p>Know how to make it difficult for an opponent to receive a shot</p> <p>Understand where and how to stand when receiving</p>	<p>Understand how they can make it difficult for an opponent to receive the ball</p> <p>Understand how and where to stand to receive a ball</p> <p>Understand attack and defence tactics</p>	<p>Holding and swinging a racket</p> <p>Positioning on the court when hitting and receiving</p> <p>Develop forehand, backhand and overhead shots and understand when to use them</p> <p>Explain why they or others are</p>	<p>Devise and understand different scoring systems</p> <p>Aim the ball away from an opponent in order to make it difficult to return the ball</p> <p>Have a firm understanding of Pathway, Angle, Speed</p>

			ways with control and coordination	Understand attack and defence tactics Understand the rules of game	Understand the rules and how they are applied Describe what they do and what they find hard Understand their strengths and weaknesses and what they need to do to improve	playing well in a game Know what they need to get better at and how to practice for it Develop an understanding of Pathway, Angle, Speed and why these three things are crucial to each shot	and how these affect shots Watch and explain how others are successful Develop an understanding of how games defer when played in singles or doubles
Striking and Fielding	Roll and retrieve a ball individually and in a pair	Perform fielding techniques with increased control and coordination Learn to handle a bat in safe manor Develop basic batting skills with a static ball Learn to roll and bounce a ball to a	Choose, use and vary simple tactics Choose the best way to send a ball depending on the distance of the target Develop skills in striking a static and moving ball Participate in team games	Consolidate and develop the range and consistency of their skills in striking and fielding games Attempt to direct strikes to certain areas with control Further develop skills in throwing and catching to	Recognise the right situations for attacking shots and defensive shots Develop different strategies for different phases of play Understand the different scoring arrangements	Develop warm ups that are linked to play Begin to choose areas of the field that would be the best place for shot Recognise a striker's strengths and field accordingly	Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding Evaluate strengths and weaknesses in their own and

		specific person or area		increase difficulty for striker	for different games Recognise good performance and identify the parts that need improving	Understand the different fielding positions and the skills required for those positions Develop tactics for opponents	others performances and suggest improvements Create a game and its rules
Athletics	Work towards participation in Sports Day and the activities involved in this using variety of equipment, taking turns and celebrating others successes	Work towards participation in Sports Day by learning to run, throw and jump with control and coordination. Children to build on taking turns and celebrating others successes	Work towards participation in Sports Day by learning to run, throw and jump with control and coordination. Children to learn about measuring time and distance and work to improve their scores Children to discuss how their bodies react to different events	Use skills and equipment to meet the challenges they are set E.g. by increasing the distance thrown Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing Children to aid in the timing and measuring of activities and events Recognise and describe what	Run short, middle and long distances Understand the need for different tactics depending on the length of distance or time Understand the different techniques required in certain types of jumps Develop ways to improve jump distance using a greater understanding of the whole body	Understand the differences in throwing styles and techniques Develop practices to improve times and distances Understand the importance of fair timing and measuring Work as a team to cover all aspects of a person's jump Offer advice to partners on ways to improve Recognise the need for pacing	Develop consistency in a number of different events Increase the number of techniques they could use for the same event Look to improve their pace over a number of distances Analyse their own and their partners techniques and look for areas of improvement Develop strategies for improvement Explain why some athletic activities can

				their bodies feel like during different types of activity	Practice throwing with control in slinging, pushing and pulling actions Describe and evaluate the effectiveness of performance and recognise aspects that need improving	and tactics in long distance runs Set short, medium and long term targets for improvement Choose the best equipment for different activities Understand how equipment behaves in each event	improve strength, power or stamina and explain how these can help their performance in other types of activity Work in small groups to design and carry out an athletics event for KS1 children. Evaluate the event and talk about ways to improve the event for KS1 children.
Gymnastics	Travel in different ways such as tiptoe, step, jump and hop. Create modelled shapes with their bodies. Copy shown jumps, such as straight jump and star jump. Copy and hold shown balances with four contact points.	Travel with increasing confidence, including skipping, galloping and hopscotch. Begin to travel on hands and feet direction ie. monkey walk, caterpillar walk and bunny hop.	Perform a gymnastic sequence with a balance, a travelling action, a jump and a roll Explore the five basic shapes: straight, tuck, star, straddle, pike. Balance on large body parts with increasing control.	Perform a gymnastic sequence with two different balances and two different ways of travelling. Explore balances on combinations of 1/2/3/4 points (e.g. 2 hands, 1 foot) on the floor.	Perform a gymnastic sequence (individually or with a partner) with clear changes of speed, three different balances with three different ways of travelling.	Create a sequence of up to eight elements, incorporating floor work and apparatus. Explore symmetrical and asymmetrical balances and travelling sequences on their own and with a partner.	Create a longer, more complex sequence of up to ten elements incorporating floor work and apparatus. Perform and apply a variety of skills and techniques confidently and consistently with precision.

	<p>Explore log rolls and egg rolls.</p>	<p>Begin to balance on large body parts: back, side, front and bottom.</p> <p>Explore arch and dish shape balances so arms/legs are held off floor.</p> <p>Explore different jumps: two-to-two, two-to-one, one-to-two and one-to-one.</p> <p>Explore different rolls: log roll, egg roll and teddy bear roll.</p>	<p>Travel on hands and feet varying in speed and direction ie. monkey walk, caterpillar walk and bunny hop.</p> <p>Explore shape in the air when jumping and landing with control.</p> <p>Develop control in different rolls.</p> <p>Begin forward roll from crouching.</p>	<p>Add a quarter or half turn into a jump before landing.</p> <p>Explore creating shape and movement in the air when jumping.</p> <p>Do a forward roll from standing.</p>	<p>Show controlled balances on combinations of 1/2/3/4 points (e.g. 2 hands, 1 foot) and choosing the appropriate apparatus to perform on.</p> <p>To explore counter tension and counter balances with a partner.</p> <p>To travel with a partner at different speeds, directions and levels, along the floor and along apparatus.</p> <p>Create shape/movement in the air when jumping off apparatus or the floor, with controlled take</p>	<p>Confidently perform a variety of counter tension balances with control, individually, in small groups.</p> <p>Jump off of apparatus with varying heights with some control over landing positions.</p> <p>Show control in a variety of rolls individually and in time with a partner.</p>	<p>Jump off of apparatus with varying heights, creating different shapes with control in the air and on landing positions.</p>
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					off/landing positions. Begin to do a backwards roll.		
Dance	<p>Join a range of given movements together with clear beginnings, middles and ends.</p> <p>Change the speed and style of movements.</p> <p>Create a short movement phrase which demonstrates individual ideas.</p> <p>To perform a sequence of movements to a small group.</p> <p>Talk about what they and others have done.</p>	<p>Compose and link movements to make simple dances, with clear beginnings, middles and ends.</p> <p>Perform movement patterns such as unison, cannon and mirroring, using a range of body actions and parts.</p> <p>Move confidently and safely in their own and general space, using changes of speed, direction and level.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Explore, remember, repeat and link a range of actions with coordination, control and an awareness of space.</p> <p>Compose and perform dance movement patterns and short dances that express and communicate moods, ideas and feelings.</p> <p>To be able to perform their own sequences, with coordination to an appropriate audience.</p>	<p>Improvise freely, on their own and with a partner, translating ideas from a stimulus into movement</p> <p>Create and link dance movements using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p>To perform with increasing control and confidence.</p>	<p>Explore and create characters and narratives in response to a range of stimuli such as music, pictures, books and videos.</p> <p>To perform complex dance movements and dances which communicate dances and narratives.</p> <p>To perform with increasing confidence, expression and control.</p> <p>Evaluate the effectiveness of their own/ others</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, in a partner and in a group.</p> <p>Compose dances by using, adapting and developing steps, formations and patterns from different dance styles.</p> <p>To perform with increasing confidence, expression, control and fluency.</p> <p>To perform their own more complex sequence in time to music.</p>	<p>Explore, improvise and combine movements fluently and effectively.</p> <p>Create and structure motifs, movements, sections and whole dances.</p> <p>To perform a sequence in time to music with precision, confidently and consistently.</p> <p>Thoroughly evaluate their own and others work, thinking about thoughtful and appropriate improvements.</p>

		<p>Begin to perform learnt skills with some control, to a group.</p> <p>Begin to describe how they could improve their performance.</p>	<p>Use what they have seen in other performances to improve their own.</p> <p>To be able to describe the differences between their work and the work of others.</p>	<p>Evaluate the effectiveness of their own/ others performances.</p> <p>Describe how their performances have improved over time.</p>	<p>performances and give ideas for improvements to others.</p> <p>Evaluate their own skills and techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate their own and others performances.</p> <p>Explain why they have used particular skills or techniques and the effect that it has had on their performance.</p>	
Swimming					<p>Perform safe self-rescue in different water-based situations, such as maintaining a floating position and treading water.</p> <p>To be able to swim 10m using a range of strokes (back, breasts, front crawl).</p>	<p>Perform a surface dive.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>To undergo intensive lessons for selected pupils who cannot yet swim 25 metres.</p>