

Summary and Progression							Dance
Nursery	Reception	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Gross Motor</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks <p>Fine Motor</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Combine different movements with control, ease and fluency. Develop the overall body strength, co-ordination, balance and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Explore space within their movements and have good spatial awareness. Recognise that dances can have themes and stories. Perform basic body actions along with music. Use different parts of their body to create actions. Remember and repeat simple movement patterns. Engage and work with a group or partner to perform a sequence. 	<ul style="list-style-type: none"> Explore different levels, speed changes, unison and cannon in basic choreography. Select movements that show a clear understanding of the theme/story. Show expressive, dynamic and rhythmic qualities in their dance. Use different body parts in isolation and combination and perform with control, balance and expression. Work as part of a group to perform a sequence. Perform confidently in front of a small audience. Begin to comment on ideas and emotions and how they can be shown through dance. 	<ul style="list-style-type: none"> Begin to identify and use different pathways and patterns to use. Begin to express moods and feelings throughout their dance sequence. Begin to use dynamics in dance routines. Perform movements with increased control. Contribute ideas to the structure of the dance and successfully create a short routine with others. Confidently include props and other ideas in dance routines. 	<ul style="list-style-type: none"> Show rhythm and style when performing as an individual and with others. Understand how to represent themes or a story through dance. Perform with musicality, control and confidence. Refine, repeat and remember dance phrases and perform them with consistency. Begin to use group contact work in dance routines and do so with control. Use a variety of formations in dance routines. Explain the features of dance using the correct terminology. 	<ul style="list-style-type: none"> Incorporate levels and flight into movements. Begin to improve dances by adapting them to include space, rhythm and expression. Create and use compositional ideas confidently such as pathways, patterns and unison. Confidently perform in different styles of dance clearly and fluently. Adapt skills to meet the demands of these differing styles. Warm up and cool down in small groups. Work in small groups to collaboratively compose short dances. Recognise and analyse dances suggesting ways to improve using the correct terminology. 	<ul style="list-style-type: none"> Incorporate facial expression to communicate motion and further narrative. Work creatively and imaginatively on their own and in groups to create simple routines based on a stimulus. Participate in dances from different parts of the world and interpret them with imagination. Use recognised dance actions and adapt these to create movements. Warm up and cool down effectively and independently. Identify in others and themselves where good performance qualities are achieved. Communicate the dance idea clearly, fluently and in control.

Summary and Progression							Gymnastics
Nursery	Reception	Y 1	Y2	Y3	Y4	Y5	Y6
<p>Gross Motor</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks <p>Fine Motor</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Combine different movements with control, ease and fluency. Develop the overall body strength, co-ordination, balance and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Safely move and carry basic gym equipment. Make their body tense, curled, stretched and relaxed. Move on, off and over an object with confidence. Perform simple gymnastic actions and shapes. Begin to use travelling actions to link their sequence. Remember and perform a simple sequence using rolling, travelling, climbing and jumping. Communicate with a partner to create a short sequence. Begin to use canon and unison in their sequence. 	<ul style="list-style-type: none"> Create and perform a simple sequence. Work on improving their flexibility and core strength. Execute basic actions at different levels and speeds. Remember the sequence and perform it with control and consistency. Show contrast between their shapes and actions. Begin to use rhythm in their sequence. Comment on aspects of their own and others performances and begin to use correct terminology. 	<ul style="list-style-type: none"> Perform sequences with contrasting actions. Modify their actions developing pathways, directions and shapes. Show strength and flexibility when performing actions. Remember and repeat the sequence with fluidity and control. Begin to add apparatus into routines. Complete floor sequences with a great level of body tension. Identify and explain similarities and differences in sequences. Comment on others performances explaining what they did well using correct terminology. 	<ul style="list-style-type: none"> Show smooth transitions and perform with fluidity. Perform actions such as balance, body shapes and flight with control. Begin to develop a range of body actions and shapes to use in longer complex sequences. Identify their core muscles and use them to improve the quality of their movement. Begin to use complex skills in routines and execute them with precision. Evaluate their work and implement changes. Adapt their routine to work with partners and small groups. Compare performances and analyse the differences using the correct terminology. 	<ul style="list-style-type: none"> Explain the importance of a warm up and explain how it relates to gymnastics. Create complex routines and include cartwheels and shoulder rolls. Follow, copy and repeat actions from their peers and adapt these for a routine. Create a dynamic sequence with contrasting shapes, actions and balances, demonstrating smooth transitions. Begin to attempt more complicated skills in isolation such as a round-off. Create imaginative counter balances and counter tensions in small groups and with a partner. Select a component for improvement and use guidance from others to do so. 	<ul style="list-style-type: none"> Lead a group warm up demonstrating the importance of strength and flexibility. Create complex sequences and relate them to music. Experience flight on and off apparatus. Show clarity, fluency, accuracy and consistency in isolated movements and also routines. Identify their strengths and weaknesses and compose a sequence which plays to these strengths. Work independently and in small groups and perform confidently to an audience.

Summary and Progression							Invasion Games
Nursery	Reception	Y 1	Y2	Y3	Y4	Y5	Y6
<p>Gross Motor</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks <p>Fine Motor</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Combine different movements with control, ease and fluency. Develop the overall body strength, co-ordination, balance and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Roll, slide or throw a ball or beanbag with increasing accuracy. Bounce a ball to self and attempt to bounce it to others. Catch a big ball individually and as part of a group. Understand the term intercept and intercept a thrown ball with some success. Begin to understand the term defend and make decisions about how to defend a target. Participate in team games, begin to recognise rules and apply them to a competitive situation. Work with others to attack and score points. 	<ul style="list-style-type: none"> Send and receive a ball using feet and their hands with some success. Begin to look for space to pass into or run to in order to receive the ball. Begin to link combinations of skills together such as dribbling and passing the ball. Begin to play in a variety of positions in attack and defence. Understand the term tactic and begin to apply them in a small sided game. Work with a partner and a small group to develop their skills. Show sportsmanship for their teammates and opponents. 	<ul style="list-style-type: none"> Send and receive a ball with some consistency in order to keep possession. Move into space on some occasions to receive the ball. Begin to use recognised passes such as chest pass and short pass in isolation. Undertake the demands of different positions. Begin to understand when to defend. Begin to put pressure on their opponents by using simple tactics. Play competitive games using basic rules. Work as part of a team to attack towards a goal. 	<ul style="list-style-type: none"> Send and receive the ball with accuracy and control to score points. Keep possession of the ball using skills such as dribbling and running with the ball. Move into space to receive the ball and send the ball over long distances. Show speed and endurance when playing a competitive situation. Play in positions and keep to the restrictions where necessary. Use tactics to perform defensively both as a team and as an individual. Use recognised marking techniques in a competitive situation. Use and apply the basic rules of the game. Work as part of a team to attack and score in a defined area. 	<ul style="list-style-type: none"> Combine basic skills such as dribbling and passing in both an isolated and a competitive situation. Select and apply skills in a game situation with some consistency. Use a variety of passes successfully regardless of distance. Begin to understand the term 'goal side' and apply it in an isolated situation. Maintain possession in a game using skills learnt in lessons. Play in different positions with some success. Know and understand the basic rules and apply this to a competitive game. Begin to understand the term set plays and practice these in isolation. Begin to use the correct terminology when explaining attacking and defending. 	<ul style="list-style-type: none"> Use a variety of techniques for passing, controlling, dribbling and shooting the ball in competitive small sided games. Consistently catch and stop a ball to control it. Track and control a rebound from a shot. Play in a variety of attacking and defensive positions with some success. Begin to use set plays in a competitive situation. Choose and implement attacking and defending strategies in both isolation and competitive situations. Make quick decisions about choosing the skills to use. Work collaboratively in a team to play and keep possession of the ball. Independently lead a warm up and do so with confidence.

Summary and Progression							Striking and Fielding Games
Nursery	Reception	Y 1	Y2	Y3	Y4	Y5	Y6
<p>Gross Motor</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks <p>Fine Motor</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Combine different movements with control, ease and fluency. Develop the overall body strength, co-ordination, balance and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Catch a medium sized ball which has been thrown over a short distance. Track a ball and collect it successfully. Intercept, retrieve and resend a ball or beanbag with some consistency. Retrieve a ball and return it to a base. Use a range of sending skills such as throwing and striking to send a ball into space. Self-feed a ball and strike it with their hand. Begin to choose where to send the ball to maximise their chance in scoring. Identify when a point has been scored and keep count. Work as part of a team to score runs. 	<ul style="list-style-type: none"> Begin to attempt to catch balls coming towards them in a game and catch in isolation. Play in different fielding positions and attempt to play as backstop/wicket keeper. Bowl a ball to others for them to strike successfully. Begin to use different types of bat and their hand to strike the ball. Run in a game to score points. Begin to make choices about where to send the ball. Work in small groups to field and bat. Sometimes display sportsmanship when playing small sided games. 	<ul style="list-style-type: none"> Develop skills such as throwing and catching in both isolation and in a competitive situation. Show a ready position to catch a ball and usually do so with some success. Strike a stationary ball off a tee with some consistency. Begin to strike a bowled ball with some success. Explain how fielders work together to restrict batters runs. Begin to apply simple tactics as to where a ball is hit. Bowl using an underarm technique with some accuracy. Field as a team to return the ball to base with some success. Begin to identify how to improve their own and others work. Adhere to some basic rules of recognised games such as rounders and cricket. 	<ul style="list-style-type: none"> Use skills such as throwing, catching and bowling in isolation and in a competitive situation consistently. Play with some confidence in different positions such as fielder, bowler, backstop and wicket keeper. Track and intercept a ball along the ground with two hands. Begin to track the ball and intercept it along the ground using one hand. Begin to field the ball and throw it back to the base with consistency. Choose where to strike a bowled ball with increasing consistency. Begin to make decisions quickly in regards to running between the bases or stumps to score runs. Bowl using the underarm technique with increasing accuracy. Use and apply the basic rules to a competitive situation. 	<ul style="list-style-type: none"> Use skills such as throwing, catching and bowling in isolation and in a competitive situation consistently and effectively. Begin to choose where to hit the ball to maximise the likelihood of scoring runs. Begin to use a variety of shots in isolation and competitive situations with some success. Throw with accuracy and consistency over short distances using both an underarm and overarm throw. Track the flight of the ball to increase their catching success. Begin to apply a range of simple tactics such as getting players out to restrict the attack. Bowl using the underarm technique consistently. Begin to use the overarm bowling technique with some success. Work collaboratively with others to both score runs in the field and restrict them. Use, apply and explain the basic rules in a competitive situation. 	<ul style="list-style-type: none"> Use skills such as throwing, catching batting and bowling in isolation and in a competitive situation consistently and effectively and do so with control. Choose where to hit the ball to maximise the likelihood of scoring runs and make decisions to do so quickly. Strike a bowled ball and attempt a range of shots. Track and catch high balls in isolation and in game play. Play within small sided games using standard layouts. Lead a modified game following the correct rules. Use a range of tactics for attacking and defending. Use the overarm bowling technique with increasing accuracy. Work collaboratively in teams to compete against themselves and others and do so in a sportsman like manner. Know and understand the complex rounders rules.





Summary and Progression							Net/ Wall Games
Nursery	Reception	Y 1	Y2	Y3	Y4	Y5	Y6
<p>Gross Motor</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks <p>Fine Motor</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Combine different movements with control, ease and fluency. Develop the overall body strength, co-ordination, balance and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Chase, stop and control balls and other objects such as beanbags and hoops. Track balls and other equipment sent to them. Begin to feel confident when sending a ball either using their hand or bat. Begin to identify space to send a ball into. Score points against opposition over a line or net. Work with a partner to send and return an object. Play cooperatively in a game situation. 	<ul style="list-style-type: none"> Return a ball coming towards me using their hand and sometimes their racquet. Hit a ball consistently with their hand. Begin to hit a ball with their racquet. Identified their dominant hand and use it when handling objects. Demonstrate how to send the ball in isolation with some success. Begin to send the ball in competitive games with some consistency. Show agility to track the ball and return it with some consistency. Begin to understand what a basic serve looks like. Play cooperatively in a competitive situation. 	<ul style="list-style-type: none"> Play a continuous game using throwing and catching or some simple hitting. Begin to use a small range of basic racquet skills. Move towards a ball to return it over the net. Serve in a game with increasing consistency. Demonstrate how to send the ball in isolation and in a competitive situation consistently. Understand the scoring process and apply it to a game. Understand the basic boundaries and begin to play using them. Play over the net with increasing consistency. 	<ul style="list-style-type: none"> Play a continuous game using simple racquet techniques. Begin to explore shots on their forehand and backhand with some consistency. Use agility to return the ball over the net consistently. Serve in a game and choose ways to make it difficult for their opponent to return it. Use basic defensive tactics to defend the court like moving to different positions. Understand the scoring process and play the role of umpire to keep score. Work with a partner to return a served ball. Play competitively with others and against others in modified games in a sportsman like manner. 	<ul style="list-style-type: none"> Play modified games with confidence when sending and returning a ball. Begin to apply control when returning the ball including foot placement, shot selection and aim. Recognise where they should stand on court when playing on their own or with others. Begin to demonstrate a variety of serves with some consistency. Play a range of shots on both forehand and backhand and begin to hit the ball at the appropriate time. Play with others keeping track of own scores. 	<ul style="list-style-type: none"> Use forehand, backhand and overhead shots in isolation. Begin to use forehand, backhand and overhead shots with more confidence in games. Begin to start games with the appropriate serves. Begin to make choices in games about the best shots to use with consistency. Begin to apply tactics to a game. Use the full scoring system individually and in small sided games.

Summary and Progression							Athletics
Nursery	Reception	Y 1	Y2	Y3	Y4	Y5	Y6
<p>Gross Motor</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks <p>Fine Motor</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Combine different movements with control, ease and fluency. Develop the overall body strength, co-ordination, balance and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> Start and stop at speed. Run in straight lines using a variety of speeds. Attempt a variety of jumps taking off and landing on different foot combinations. Handle and throw a variety of different objects and attempt to throw over distance. Copy and repeat basic movements for extended times to develop their stamina. Demonstrate some core strength when using these skills. Develop agility and coordination so these skills can be completed consistently. Participate as part of a team to compete in running relays. Select the correct skill for the situation. 	<ul style="list-style-type: none"> Begin to develop power, agility, coordination and balance over a variety of activities. Throw and handle a variety of objects including beanbags, balls and hoops. Negotiate obstacles showing increased control of body parts and limbs. Use agility in running games. Practice to improve skills in an isolated situation. Begin to make choices about which throws are appropriate for the activities. Identify areas for improvement. Work cooperatively to complete running, jumping and throwing tasks. 	<ul style="list-style-type: none"> Begin to link running and jumping activities with some fluency and consistency. Control movements and body actions in response to specific instructions. Jump with height and distance and do so in a controlled and balanced manner. Run at different speeds according to event and instruction. Throw a variety of objects using different throws such as underarm and overarm. Begin to throw accurately over larger distances. Run confidently as part of a relay team. Begin to understand how to measure and time on different events. Compete with others and record points. 	<ul style="list-style-type: none"> Understand the differences between sprinting and pacing and begin to apply this when competing. Throw a variety of objects with increasing accuracy. Perform a range of jumps with consistency using the correct technique. Confidently compete in running, jumping and throwing activities. Compare their performance and others. Work with others to record distance and time accurately. Begin to develop control in baton exchange and analyse this as a team. 	<ul style="list-style-type: none"> Understand the differences in sprinting and pacing and use this in activities. Sustain pace over shorter and longer distances. Perform a range of jumps using the correct techniques effectively. Demonstrate a range of throwing actions using different equipment with consistency, control and accuracy. Run as part of a team in a relay and demonstrate maximum pace. Compare own performance with previous ones and demonstrate improvement to achieve personal best. Distinguish the perfect model performance and analyse why. 	<ul style="list-style-type: none"> Use the appropriate pace for different running distances and understand why this is. Demonstrate accuracy and good technique when throwing over distance. Have good technique and control when jumping. Choose an appropriate run up distance for individual athletic events. Demonstrate a changeover in a relay team with consistency. Use appropriate terminology when explaining an activity to their peers. Accurately and confidently score and judge across a range of athletics activities. Record time and distance accurately.

Year EYFS PD- Fine motor and gross motor				
<p>Educational Program</p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>				
Early Years End Points: ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move	Knowledge for Nursery	Key Texts for Nursery	Knowledge for Reception	Key Texts for Reception
	Gross Motor <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. 	<u>Vocabulary</u> jump, roll, crawl, move, throw, climb, kick, walk, skip, hop, run, body	Gross Motor <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Combine different movements with control, ease and fluency. Develop the overall body strength, co-ordination, balance and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<u>Vocabulary</u> jump, roll, crawl, move, throw, climb, kick, walk, skip, hop, run, body, shapes, actions, movements, control, balance





<p>energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none">- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;- Use a range of small tools, including scissors, paint brushes and cutlery;- Begin to show accuracy and care when drawing.	<p><u>Fine Motor</u></p> <ul style="list-style-type: none">• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Start eating independently and learning how to use a knife and fork.• Show a preference for a dominant hand.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	<p><u>Vocabulary</u></p> <p>Safe, cut, hold, mould, scissors, pencil, pen, paintbrush, fork, spoon, knife, zip</p>	<p><u>Fine Motor</u></p> <ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	<p><u>Vocabulary</u></p> <p>Safe, cut, pinch, squeeze, hold, slice, mould, scissors, pencil, pen, paintbrush, fork, spoon, knife, control.</p>
<p><u>Possible provision</u></p> <ul style="list-style-type: none">• Large blocks• A range of balls and sizes• Bats• Skipping ropes• Beanbags• Obstacle resources (stepping stones)• Tyres• Crates• Scissors• Pens, pencils, paintbrushes• Knives, forks and spoons (e.g. in the snack or cooking area)			<p>PE enquiry</p> <p><u>Nursery</u></p> <ul style="list-style-type: none">• Start taking part in some group activities which they make up for themselves, or in teams.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.• Talk about the effect of exercise on their body. <p><u>Reception</u></p> <ul style="list-style-type: none">• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.• Take part in some group activities which they make up for themselves, or in teams.	

Year 1

National Curriculum End Points for Key Stage 1	Key Learning – what children must know, do and remember 	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 1
<p>To 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>To participate in team games, developing simple tactics for attacking and defending.</p> <p>To perform dances using simple movement patterns.</p>	<p><u>Dance</u> Children are able to:</p> <ul style="list-style-type: none"> • Explore space within their movements and have good spatial awareness. • Recognise that dances can have themes and stories. • Perform basic body actions along with music. • Use different parts of their body to create actions. • Remember and repeat simple movement patterns. • Engage and work with a group or partner to perform a sequence. 	<p>jump, skip, hop, run, body, shapes, actions, movements, routine, levels, control, confidence, sequence, improvise, fluently, canon, unison, retrograde, mirroring, dynamics, choreographic devices</p>	 <p><u>Gymnastics/Dance</u> Recognise that dances can have themes and stories. Create a short sequence with teacher help. Move on, off and through objects with confidence. Make their body into different shapes with confidence. Use different body parts to create actions with teacher help Jump off equipment safely and confidently.</p>
	<p><u>Gymnastics</u> Children are able to:</p> <ul style="list-style-type: none"> • Safely move and carry basic gym equipment. • Make their body tense, curled, stretched and relaxed. • Move on, off and over an object with confidence. • Perform simple gymnastic actions and shapes. • Begin using travelling actions to link their sequence. • Remember and perform a simple sequence using rolling, travelling, climbing and jumping. • Communicate with a partner to create a short sequence. • Begin using canon and unison in their sequence. 	<p>shaking, shuffling, rolling, shapes, apparatus, sequence, control, routine, balance, perform, tensed, relaxed, curled, stretched</p>	<p><u>Games</u> Demonstrate control 75% of the time when using equipment including balls. Identify space when sending a ball. Move a ball in a variety of ways with some accuracy. Score points for themselves and others. Track and retrieve balls and other equipment in a variety of ways with success.</p>
	<p><u>Invasion Games</u> Children are able to:</p> <ul style="list-style-type: none"> • Roll, slide or throw a ball or beanbag with increasing accuracy. • Bounce a ball to self and attempt to bounce it to others. • Catch a big ball individually and as part of a group. • Understand the term intercept and intercept a thrown ball with some success. • Understand the term defend and make decisions about how to defend a target. • Participate in team games and begin to recognise rules and apply them to a competitive situation. • Work with others to attack and score points. 	<p>space, run, chase, speed, direction, obstacle, roll, catch, pat, push, dominant, dribbling, passing, rules, defend, attack, score</p>	<p><u>Athletics</u> Participate in relay races with success. Copy and repeat movements for extended periods to increase stamina. Use a two footed take-off and landing with some success. Throw a variety of objects with some success. Measure and score.</p>
	<p><u>Striking and Fielding Games</u> Children are able to:</p> <ul style="list-style-type: none"> • Catch a medium sized ball which has been thrown over a short distance. • Track a ball and collect it successfully. • Intercept, retrieve and resend a ball or beanbag with some consistency. • Retrieve a ball and return it to a base. • Use a range of sending skills such as throwing and striking to send a ball into space. • Self-feed a ball and strike it with their hand. • Begin choosing where to send the ball to maximise their chance in scoring. • Identify when a point has been scored and keep count. • Work as part of a team to score runs. 	<p>underarm, throw, bat, field, dominant, rules, resend, retrieve</p>	 <p>Listen and copy instructions. Begin to complete tasks creatively with some teacher help. Identify differences between own and teachers performance and share these.</p>  <p>Work cooperatively in a pair to achieve an outcome. Always show respect and enthusiasm in their lessons. Work both in a small group and as part of a team with some success.</p>




	<p><u>Net/Wall Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Chase, stop and control balls and other objects such as beanbags and hoops. • Track balls and other equipment sent to them. • Begin feeling confident when sending a ball either using their hand or bat. • Begin identifying space to send a ball into. • Score points against opposition over a line or net. • Work with a partner to send and return an object. • Play cooperatively in a game situation. 	dominant, pass, chase, send, stop, track, agility, play	
	<p><u>Athletics</u></p> <p>Children are able to</p> <ul style="list-style-type: none"> • Start and stop at speed. • Run in straight lines using a variety of speeds. • Attempt a variety of jumps taking off and landing on different foot combinations. • Handle and throw a variety of different objects and attempt to throw over distance. • Copy and repeat basic movements for extended times to develop their stamina. • Demonstrate some core strength when using these skills. • Develop their agility and coordination and complete these skills consistently. • Participate as part of a team to compete in running relays. • Select the correct skill for the situation. 	jumping, throwing, running, sprinting, jogging, agility, balance, coordination, accuracy	


Year 2

National Curriculum End Points for Key Stage 1	Key Learning – what children must know, do and remember 	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 2
<p>To 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>To participate in team games, developing simple tactics for attacking and defending.</p> <p>To perform dances using simple movement patterns.</p>	<p><u>Dance</u> Children are able to:</p> <ul style="list-style-type: none"> • Explore different levels, speed changes, unison and cannon in basic choreography. • Select movements that show a clear understanding of the theme/story. • Show expressive, dynamic and rhythmic qualities in their dance. • Use different body parts in isolation and combination and perform with control, balance and expression. • Work as part of a group to perform a sequence. • Perform in front of a small audience with confidence. • Begin commenting on ideas and emotions and how they can be shown through dance. 	<p>jump, skip, hop, run, body, shapes, actions, movements, routine, levels, control, confidence, sequence, improvise, fluently, canon, unison, retrograde, mirroring, dynamics, choreographic devices</p>	 <p><u>Gymnastics/Dance</u> Select movements that show a clear understanding of the stimuli. Begin to show expressive and rhythmic qualities in dance. Use different body parts in combination and perform with control and balance. Perform and adapt a short sequence with teacher help.</p>
	<p><u>Gymnastics</u> Children are able to:</p> <ul style="list-style-type: none"> • Create and perform a simple sequence. • Work on improving their flexibility and core strength. • Execute basic actions at different levels and speeds. • Remember the sequence and perform it with control and consistency. • Show contrast between their shapes and actions. • Begin using rhythm in their sequence. • Comment on aspects of their own and others performances and begin to use correct terminology. 	<p>shaking, shuffling, rolling, shapes, apparatus, sequence, control, routine, balance, perform, tensed, relaxed, curled, stretched</p>	<p><u>Games</u> Begin to find space when receiving and sending a ball. Use basic techniques for throwing, bowling and hitting a ball with some success. Run in a game to score points. Intercept and defend. Score points in a game.</p>
	<p><u>Invasion Games</u> Children are able to:</p> <ul style="list-style-type: none"> • Send and receive a ball using their feet and their hands with some success. • Begin looking for space to pass into or run to in order to receive the ball. • Begin linking combinations of skills together such as dribbling and passing the ball. • Begin playing in a variety of positions in attack and defence. • Understand the term tactic and am begin to apply them in a small sided game. • Work with a partner and a small group to develop their skills. • Show sportsmanship for their teammates and opponents. 	<p>space, run, chase, speed, direction, obstacle, roll, catch, pat, push, dominant, dribbling, passing, rules, defend, attack, score</p>	<p><u>Athletics</u> Use the correct underarm throwing technique with success. Begin to use the overarm throwing technique with some success. Jump using a two footed landing and take-off with success; practice these skills in isolation and independently. Understand and apply the term sprint.</p>
	<p><u>Striking and Fielding Games</u> Children are able to</p> <ul style="list-style-type: none"> • Begin attempting to catch balls coming towards me in a game and catch in isolation. • Play in different fielding positions and will attempt playing in backstop/wicket keeper. • Bowl a ball to others for them to strike successfully. • Begin using different types of bat and their hand to strike the ball. • Run in a game to score points. • Begin making choices about where to send the ball. • Work in small groups to field and bat. • Display sportsmanship when playing small sided games sometimes. 	<p>underarm, throw, bat, field, dominant, rules, , resend, retrieve</p>	 <p>Listen, copy and share instructions. Select the correct skill to use sometimes independently. Create and complete tasks using creativity independently. Identify differences between their peers and their self-share these without help. Sometimes use key terminology in the correct setting.</p>  <p>Work cooperatively in a pair and small group to achieve an outcome with some success. Work cooperatively with their peers when independently</p>




	<p><u>Net/Wall Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Return a ball coming towards me using their hand and sometimes their racquet. • Hit a ball consistently with their hand. • Begin hitting a ball with their racquet. • Identify their dominant hand and use it when handling objects. • Demonstrate how to send the ball in isolation with some success. • Begin sending the ball in competitive games with some consistency. • Show agility to track the ball and return it with some consistency. • Begin understanding what a basic serve looks like. • Play cooperatively in a competitive situation. 	<p>dominant, pass, chase, send, stop, track, agility, play</p>	<p>learning.</p> <p>Always show respect and enthusiasm in their lessons</p> <p>Shows sportsmanship to their peers.</p> <p>Begin to show an understanding about the body and what happens when we exercise.</p>
	<p><u>Athletics</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Begin developing power, agility, coordination and balance over a variety of activities. • Throw and handle a variety of objects including beanbags, balls and hoops. • Negotiate obstacles showing increased control of body parts and limbs. • Use agility in running games. • Practice to improve their skills in an isolated situation. • Begin making choices about which throws are appropriate for the activities. • Identify areas for improvement. • Work cooperatively to complete running, jumping and throwing tasks. 	<p>jumping, throwing, running, sprinting, jogging, agility, balance, coordination, accuracy</p>	


Year 3

National Curriculum End Points for Key Stage 2	Key Learning – what children must know, do and remember 	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 3
<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>To perform dances using a range of movement patterns.</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a Team.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming and Water Safety</u></p> <p>To swim competently, confidently and proficiently over a</p>	<p><u>Dance</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Begin identifying and use different pathways and patterns to use. • Begin expressing moods and feelings throughout their dance sequence. • Begin using dynamics in their dance routines. • Perform movements with increased control. • Contribute ideas to the structure of the dance and successfully create a short routine with others. • Include props and other ideas in their dance with confidence. 	<p>jump, skip, hop, run, body, shapes, actions, movements, routine, levels, control, confidence, sequence, improvise, fluently, canon, unison, retrograde, mirroring, dynamics, choreographic devices</p>	<div data-bbox="1585 204 1646 276"></div> <p><u>Gymnastics/Dance</u></p> <p>Use a variety of dynamics in routines.</p> <p>Begin to identify and use different pathways and patterns</p> <p>Use props to enhance routines.</p> <p>Select contrasting actions for routines.</p> <p>Add apparatus into routines with confidence.</p> <p><u>Games</u></p> <p>Move into space to retrieve the ball with success.</p> <p>Use passes in isolation.</p> <p>Begin to play different positions in games.</p> <p>Catch, throw and strike a ball with recognised techniques.</p> <p><u>Athletics</u></p> <p>Link running and jumping activities with some fluidity and consistency.</p> <p>Run at speed and change that speed depending on the situation.</p> <p>Begin to use the overarm technique when throwing objects.</p> <p><u>OAA:</u></p> <p>Describe strategies to solve problems.</p> <p>Use acquired skills to create maps and directions with help from a teacher.</p> <p>Identify symbols on a map with some success.</p> <div data-bbox="1563 1045 1624 1125"></div> <p>Select the correct skill to use independently and begin to link actions together.</p> <p>Identify differences between their peers and themselves share these without help.</p> <p>Use basic key terminology in the correct setting.</p> <p>Begin to understand simple tactics.</p> <p>Begin to understand how to improve their skillset in comparison to the perfect model.</p> <p>Begin to apply isolated skills into competitive play.</p>
	<p><u>Gymnastics</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Perform sequences with contrasting actions. • Modify their actions developing pathways, directions and shapes. • Show strength and flexibility when performing actions. • Remember and repeat the sequence with fluidity and control. • Begin to add apparatus into their routines. • Complete floor sequences with a great level of body tension. • Identify and explain similarities and differences in sequences. • Comment on others performances explaining what they did well using correct terminology. 	<p>shaking, shuffling, rolling, shapes, apparatus, sequence, control, rhythm, routine, balance, transition, perform, clarity, fluency, accuracy, tensed, relaxed, curled, stretched</p>	
	<p><u>Invasion Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Send and receive a ball with some consistency in order to keep possession. • Move into space on some occasions to receive the ball. • Begin using recognised passes such as chest pass and short pass in isolation. • Undertake the demands of different positions. • Begin understanding when to defend. • Begin putting pressure on their opponents by using simple tactics. • Play competitive games using basic rules. • Work as part of a team to attack towards a goal. 	<p>space, run, chase, adjust, speed, direction, obstacle, roll, catch, pat, push, dominant, manipulate, dribbling, passing, rules, defend, attack, score</p>	
	<p><u>Striking and Fielding Games</u></p> <p>Children are able to</p> <ul style="list-style-type: none"> • Show a ready position to catch a ball and usually do so with some success. • Develop their skills such as throwing and catching in both isolation and in a competitive situation. • Strike a stationary ball off a tee with some consistency. • Begin striking a bowled ball with some success. • Explain how fielders work together to restrict batters runs. • Begin applying simple tactics to where the ball is hit. • Bowl using an underarm technique with some accuracy. • field as a team to return the ball to base with some success. • Begin identifying how to improve their own and others work. • Adhere to some basic rules of recognised games such as rounders and cricket. 	<p>underarm, throw, bat, field, control, dominant, rules, fielder, intercept, resend, retrieve, bowl</p>	




<p>distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p><u>Net/Wall Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Play a continuous game using throwing and catching or some simple hitting. • Begin using a small range of basic racquet skills. • Move towards a ball to return it over the net. • Serve in a game with increasing consistency. • Demonstrate how to send the ball in isolation and in a competitive situation consistently. • Understand the scoring process and apply it to a game. • Understand the basic boundaries and begin to play using them. • Play over the net with increasing consistency. 	<p>racquet, forehand, backhand, dominant, serve, pass, chase, send, stop, track, return, agility, play</p>	 <p>Work cooperatively in a pair, small group and team to achieve a desired outcome with success.</p> <p>Work cooperatively with their peers when independently learning.</p> <p>Always show respect and enthusiasm in their lessons.</p> <p>Shows sportsmanship to their peers when involved in a competitive situation.</p> <p>Identify the key body parts and begin to understand the key muscles.</p> <p>Begin to encourage peers to be resilient.</p>
	<p><u>Athletics</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Begin linking running and jumping activities with some fluency and consistency. • Control their movements and body actions in response to specific instructions. • Jump with height and distance and do so in a controlled and balanced manner. • Run at different speeds according to event and instruction. • Throw a variety of objects using different throws such as the underarm and overarm. • Begin throwing more accurately over larger distances. • Run confidently as part of a relay team. • Begin understanding how to measure and time on different events. • Compete with others and record points. • Identify how to improve their own work and the work of others. 	<p>jumping, throwing, running, sprinting, jogging, agility, balance, coordination, pace, fluency, movement, combinations, accuracy</p>	
	<p><u>OAA</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Describe strategies to solve problems. • Independently identify factors needed to complete a task. • Use acquired skills to create maps and directions. • Identify symbols on a map with some success. • Play competitively and fairly implementing the rules on most occasions. • Work with others to solve problems with some success. • Begin leading others with some success. 	<p>Symbols, maps, compass, compass points, directions, communication, teamwork, leadership, scale, orienteering, plan, solve, decipher</p>	


Year 4

National Curriculum End Points for Key Stage 2	Key Learning – what children must know, do and remember 	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 4
<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>To perform dances using a range of movement patterns.</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a Team.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming and Water Safety</u></p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p><u>Dance</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Show rhythm and style when performing as an individual and with others. • Understand how to represent themes or a story through dance. • Perform with musicality, control and confidence. • Refine, repeat and remember dance phrases and perform them with consistency. • Begin using group contact work in their dance routines and do so with control. • Use a variety of formations in their dance routines. • Explain the features of dance using the correct terminology. 	<p>jump, skip, hop, run, body, shapes, actions, movements, routine, levels, control, confidence, sequence, improvise, fluently, canon, unison, retrograde, mirroring, dynamics, choreographic devices</p>	 <p><u>Gymnastics/Dance</u></p> <p>Represent themes and a story through dance.</p> <p>Perform with musicality and control.</p> <p>Use a variety of formations in their routines.</p> <p>Perform balances and actions in flight with control.</p> <p>Use different choreographic devices to enhance routine.</p> <p><u>Games</u></p> <p>Send and receive balls and equipment to score points.</p> <p>Move into space to send and receive a ball.</p> <p>Begin to use marking techniques in isolation.</p> <p>Play in different positions.</p> <p>Bowl using the underarm technique with success.</p> <p><u>Athletics</u></p> <p>Understand the differences between sprinting and pacing.</p> <p>Throw a variety of objects with increasing accuracy.</p> <p>Perform a long jump gaining height and using the correct technique.</p> <p><u>OAA</u></p> <p>Plan and refine strategies to solve problems with help from their teacher.</p> <p>Use a map and identify symbols with some accuracy.</p> <p>Remember relevant and key information and use it sometimes appropriately.</p>  <p>Select the correct skill to use independently and begin to link actions together with success.</p> <p>Identify differences between their peers and themselves and offer suggestions of improvement.</p> <p>Begin to learn more complicated terminology.</p> <p>Begin to understand simple tactics and apply them with success.</p> <p>Understand how to improve their skillset in comparison to the perfect model.</p> <p>Begin to apply isolated skills into competitive situations with some success.</p>
	<p><u>Gymnastics</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Show smooth transitions and perform with fluidity. • Perform actions such as balance, body shapes and flight with control. • Begin developing a range of body actions and shapes to use in longer complex sequences. • Identify their core muscles and use them to improve the quality of their movement. • Begin using complex skills in their routines and execute them with precision. • Evaluate their work and implement changes. • Adapt their routine to work with partners and small groups. • Compare performances and analyse the differences using the correct terminology. 	<p>shaking, shuffling, rolling, shapes, apparatus, sequence, control, rhythm, routine, balance, transition, perform, clarity, fluency, accuracy, tensed, relaxed, curled, stretched</p>	
	<p><u>Invasion Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Send and receive the ball with accuracy and control to score points. • Keep possession of the ball using skills such as dribbling and running with the ball. • Move into space to receive the ball and send the ball over long distances. • Show speed and endurance when playing a competitive situation. • Play in positions and keep to the restrictions where necessary. • Use tactics to perform defensively both as a team and as an individual. • Use recognised marking techniques in a competitive situation. • Use and apply the basic rules of the game. • Work as part of a team to attack and score in a defined area. 	<p>space, run, chase, adjust, speed, direction, obstacle, roll, catch, pat, push, dominant, manipulate, dribbling, passing, rules, defend, attack, score, tactic</p>	
	<p><u>Striking and Fielding Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Use their skills such as throwing, catching and bowling in isolation and in a competitive situation consistently. • Play with some confidence in different positions such as fielder, bowler, backstop and wicket keeper. • Track and intercept a ball along the ground with two hands. • Begin tracking the ball and intercept it along the ground using one hand. • Begin fielding the ball and throw it back to the base with consistency. • Choose where to strike a bowled ball with increasing consistency. • Begin making decisions quickly in regards to running between the bases or stumps to score runs. • Bowl using the underarm technique with increasing accuracy. • Use and apply the basic rules to a competitive situation. 	<p>overarm, underarm, throw, bat, field, control, dominant, rules, backstop, fielder, wicket keeper, intercept, resend, retrieve, bowl</p>	




<p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p><u>Net/Wall Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Play a continuous game using simple racquet techniques. • Begin exploring shots on their forehand and backhand with some consistency. • Use their agility to return the ball over the net consistently. • Serve in a game and choose ways to make it difficult for their opponent to return it. • Use basic defensive tactics to defend the court like moving to different positions. • Understand the scoring process and play the role of umpire to keep score. • Work with a partner to return a served ball. • Play competitively with others and against others in modified games in a sportsman like manner. 	<p>racquet, forehand, backhand, dominant, serve, pass, chase, send, stop, track, return, agility, play, overhead</p>	 <p>Work cooperatively in a pair, small group and team to achieve a desired outcome with success.</p> <p>Work cooperatively with their peers when independently learning.</p> <p>Always show respect, resilience, enthusiasm and aspiration in their lessons.</p> <p>Shows sportsmanship to their peers when involved in a competitive situation.</p> <p>Identify the key bones and muscles and when we are using them.</p> <p>Begin to understand the importance of exercise on the body and how fitness can be improved.</p> <p>Begin to encourage peers to be resilient.</p>
	<p><u>Athletics</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Understand the differences between sprinting and pacing and begin to apply this when competing. • Throw a variety of objects with increasing accuracy. • Perform a range of jumps with consistency using the correct technique. • Confidently compete in running, jumping and throwing activities. • Compare their performance and others. • Work with others to record distance and time accurately. • Begin developing control in baton exchange and analyse this as a team. 	<p>jumping, throwing, running, sprinting, jogging, analyse, agility, balance, coordination, pace, fluency, movement, combinations, accuracy</p>	
	<p><u>OAA</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Plan and refine strategies to solve problems. • Begin working out clues, working independently from their teacher. • Use a map and identify symbols with accuracy. • Remember and recall key and relevant information. • Work well as part of a team. • Listen and be directed by others. 	<p>Symbols, maps, compass, compass points, directions, grid referencing, communication, teamwork, leadership, scale, orienteering, plan, solve, decipher</p>	


Year 5

National Curriculum End Points for Key Stage 2	Key Learning – what children must know, do and remember 	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 5
<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>To perform dances using a range of movement patterns.</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a Team.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming and Water Safety</u></p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p><u>Dance</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Incorporate levels and flight into their movements. • Begin improving their dances by adapting them to include space, rhythm and expression. • Create and use compositional ideas confidently such as pathways, patterns and unison. • Confidently perform in different styles of dance clearly and fluently. • Adapt their skills to meet the demands of these differing styles. • Warm up and cool down in small groups. • Work in small groups to collaboratively compose short dances. • Recognise and analyse dances suggesting ways to improve using the correct terminology. 	<p>jump, skip, hop, run, body, shapes, actions, movements, routine, levels, control, confidence, sequence, improvise, fluently, canon, unison, retrograde, mirroring, dynamics, choreographic devices</p>	 <p><u>Gymnastics/Dance</u></p> <p>Incorporate levels and flight into their movements. Begin to adapt their skills and routine to the differing styles of dance. Perform with enthusiasm and confidence. Create dynamic and contrasting routines with smooth transitions. Create imaginative counter balances and counter tensions.</p>
	<p><u>Gymnastics</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Explain the importance of a warm up and explain how it relates to gymnastics. • Create complex routines and include cartwheels and shoulder rolls. • Follow, copy and repeat actions from their peers and adapt these for a routine. • Create a dynamic sequence with contrasting shapes, actions and balances demonstrating smooth transitions. • Begin attempting more complicated skills in isolation such as a round-off. • Create imaginative counter balances and counter tensions in small groups and with their partner. • Select a component from improvement and use guidance from others to do so. 	<p>shaking, shuffling, rolling, shapes, apparatus, sequence, control, rhythm, routine, balance, transition, perform, clarity, fluency, accuracy, tensed, relaxed, curled, stretched</p>	<p><u>Games</u></p> <p>Use a variety of passes with the correct technique and great accuracy. Maintain possession in a game. Shoot in a game with some accuracy. Throw with accuracy over short distances. Bowl with success underarm and attempt the overarm bowl. Work with a partner to return the ball.</p> <p><u>Athletics</u></p> <p>Understand the differences between sprinting and pacing and identify when to do so. Sustain pace over long distances. Demonstrate a range of throwing techniques with accuracy.</p>
	<p><u>Invasion Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Combine basic skill such as dribbling and passing in both an isolated and a competitive situation. • Select and apply skills in a game situation with some consistency. • Use a variety of passes successfully regardless of distance. • Begin understanding the term ‘goal side’ and apply it in an isolated situation. • Maintain possession in a game using skills learnt in lessons. • Play in different positions with some success. • Know and understand the basic rules and apply this to a competitive game. • Begin understanding the term set plays and practice these in isolation. • Begin using the correct terminology when explaining attacking and defending. 	<p>space, run, chase, adjust, speed, direction, obstacle, roll, catch, pat, push, dominant, manipulate, dribbling, passing, rules, defend, attack, score, tactic</p>	<p><u>OAA</u></p> <p>Recall and remember symbols, items and objects during a task as an individual and sometimes in a team. Evidence results and keep score. Read a map and sometimes locate objects on a map. Compete against others and perform under pressure. Explore and refine ways of communicating to best complete a set task.</p>
	<p><u>Striking and Fielding Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Use their skills such as throwing, catching and bowling in isolation and in a competitive situation consistently and effectively. • Begin choosing where to hit the ball to maximise the likelihood of scoring runs. • Begin using a variety of shots in isolation with some success. • Begin using a variety of shots in a competitive situation with little success. • Throw with accuracy and consistency over short distances using both an underarm and overarm throw. • Track the flight of the ball to increase their catching success. • Begin applying a range of simple tactics such as getting players out to restrict the 	<p>overarm, underarm, throw, bat, field, control, dominant, rules, backstop, fielder, wicket keeper, intercept, resend, retrieve, bowl</p>	 <p>Select the correct skill to use independently and link actions together in isolation. Compare and analyse different performances with success. Begin to apply key terminology in the correct setting. Begin to understand complicated tactics. Understand how to improve their skillset in comparison to the perfect model.</p>

<p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p>attack.</p> <ul style="list-style-type: none"> • Bowl using the underarm technique consistently. • Begin using the overarm bowling technique with some success. • Work collaboratively with others to both score runs in the field and restrict them. • Use, apply and explain the basic rules in a competitive situation. 		<p>Combine skills in competitive situations with success.</p> <p>Apply basic rules to a competitive situation.</p> <p>Begin to understand the terms officiate and lead.</p>  <p>Work cooperatively in a pair, small group and team to achieve a desired outcome with success.</p> <p>Work cooperatively with their peers when independently learning.</p> <p>Show respect, resilience, enthusiasm and aspiration in their lessons.</p> <p>Shows sportsmanship to their peers when involved in a competitive situation.</p> <p>Identify the key bones and muscles and when we are using them.</p> <p>Understand the importance of exercise and the different types of exercise that are available.</p> <p>Begin to work with others to help.</p> <p>Begin to encourage peers to be resilient.</p>
	<p><u>Net/Wall Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Play modified games with confidence when sending and returning a ball. • Begin applying control when returning the ball including foot placement, shot selection and aim. • Recognise where to stand on court when playing on their own or with others. • Begin demonstrating a variety of serves with some consistency. • Play a range of shots on both forehand and backhand and begin to hit the ball at the appropriate time. • Play with others keeping track of our own scores. 	<p>racquet, forehand, backhand, dominant, serve, pass, chase, send, stop, track, return, agility, play, overhead.</p>	
	<p><u>Athletics</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Understand the differences in sprinting and pacing and use this in activities. • Sustain pace over shorter and longer distances. • Perform a range of jumps using the correct techniques effectively. • Demonstrate a range of throwing actions using different equipment with consistency, control and accuracy. • Run as part of a team in a relay and demonstrate their maximum pace. • Compare own performance with previous ones and demonstrate improvement to achieve personal best. • Distinguish the perfect model performance and analyse why. 	<p>jumping, throwing, running, sprinting, jogging, analyse, agility, balance, coordination, pace, fluency, movement, combinations, accuracy</p>	
	<p><u>OAA</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Recall and remember symbols, items and objects during a task as an individual and sometimes in a team. • Often play a role in problem solving. • Begin communicating using code. • Evidence results and keep score. • Read a map and locate objects when doing so. • Begin understanding grid referencing with some success. • Compete against others and perform under pressure. • Explore and refine ways of communicating to best complete a set task. 	<p>Symbols, maps, compass, compass points, directions, grid referencing, communication, teamwork, leadership, scale, orienteering, plan, solve, decipher</p>	

Year 6

National Curriculum End Points for Key Stage 2	Key Learning – what children must know, do and remember 	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 6
<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>To perform dances using a range of movement patterns.</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a Team.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming and Water Safety</u></p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p><u>Dance</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Incorporate facial expression to communicate motion and further narrative. • Work creatively and imaginatively on their own and in groups to create simple routines based on a stimulus. • Participate in dances from different parts of the world and interpret them with imagination. • Use recognised dance actions and adapt these to create movements. • Warm up and cool down effectively and independently. • Identify in others and their self where good performance qualities are achieved. • Communicate the dance idea clearly, fluently and in control. 	<p>jump, skip, hop, run, body, shapes, actions, movements, routine, levels, control, confidence, sequence, improvise, fluently, canon, unison, retrograde, mirroring, dynamics, choreographic devices</p>	 <p><u>Gymnastics/Dance</u></p> <p>Incorporate facial expression to communicate emotion and narrative.</p> <p>Participate in dances from different parts of the world and interpret them with imagination.</p> <p>Use recognised dance actions and adapt them using choreographic devices.</p>
	<p><u>Gymnastics</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Lead a group warm up demonstrating the importance of strength and flexibility. • Create complex sequences and relate them to music. • Experience flight on and off apparatus. • Show clarity, fluency, accuracy and consistency in isolated movements and also routines. • Identify their strengths and weaknesses and compose a sequence which plays to their strengths. • Work independently and in small groups and perform confidently to an audience. 	<p>shaking, shuffling, rolling, shapes, apparatus, sequence, control, rhythm, routine, balance, transition, perform, clarity, fluency, accuracy, tensed, relaxed, curled, stretched</p>	<p><u>Games</u></p> <p>Consistently catch and stop a ball to control it.</p> <p>Play a variety of attacking and defensive positions.</p> <p>Strike a bowled ball.</p> <p>Play forehand and backhand shots in practice situations with some success.</p> <p><u>Athletics</u></p> <p>Understand the differences between sprinting and pacing and identify when to do so.</p> <p>Sustain pace over long distances with ease.</p> <p>Demonstrate a range of throwing techniques with accuracy.</p>
	<p><u>Invasion Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Use a variety of techniques for passing, controlling, dribbling and shooting the ball in competitive small sided games. • Consistently catch and stop a ball to control it. • Track and control a rebound from a shot. • Play in a variety of attacking and defensive positions with some success. • Begin using set plays in a competitive situation. • Choose and implement attacking and defending strategies in both isolation and competitive situations. • Make quick decisions about what skill to choose to use. • Work collaboratively in a team to play and keep possession of the ball. • Independently lead a warm up and do so with confidence. 	<p>space, run, chase, adjust, speed, direction, obstacle, roll, catch, pat, push, dominant, manipulate, dribbling, passing, rules, defend, attack, score, tactic</p>	<p><u>OAA</u></p> <p>Recall and remember symbols, items and objects during a task as an individual and in a team.</p> <p>Often plays a role in problem solving.</p> <p>Communicate using code.</p> <p>Understand grid referencing and use them with some success.</p> <p>Compete against others and perform under pressure.</p> <p>Begin to take responsibility for a role in a task.</p> <p>Use information given by others to complete a task and work collaboratively.</p>
	<p><u>Striking and Fielding Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Use their skills such as throwing, catching batting and bowling in isolation and in a competitive situation consistently and effectively and do so with control. • Choose where to hit the ball to maximise the likelihood of scoring runs and make decisions to do so quickly. • Strike a bowled ball and attempt a range of shots. • Track and catch high balls in isolation and in game play. • Play within small sided games using standard layouts. • Lead a modified game following the correct rules. • Use a range of tactics for attacking and defending. 	<p>overarm, underarm, throw, bat, field, control, dominant, rules, backstop, fielder, wicket keeper, intercept, resend, retrieve, bowl</p>	<p><u>Swimming</u></p> <p>Swim competently and confidently over 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform self-rescue unaided.</p>  <p>Select the correct skill to use independently and link actions together in isolation and in competitive situations with success.</p>

<p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>To perform safe self-rescue in different water-based situations.</p>	<ul style="list-style-type: none"> • Use the overarm bowling technique with increasing accuracy. • Work collaboratively in teams to compete against themselves and others and do so in a sportsman like manner. • Know and understand the complex rounders rules. 		<p>Compare and analyse different performances with success. Apply basic and complicated terminology in the correct setting.</p> <p>Begin to understand complicated tactics and attempting to apply these in competitive situations.</p> <p>Understand how to improve skillset in comparison to the perfect model.</p> <p>Apply basic rules to a competitive situation and begin to understand the complicated rules.</p> <p>Understands the terms officiate and lead and apply these in lessons.</p>
	<p><u>Net/Wall Games</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Use forehand, backhand and overhead shots in isolation. • Begin using forehand, backhand and overhead shots with more confidence in games. • Begin starting games with the appropriate serves. • Begin making choices in games about the best shots to use with consistency. • Begin applying tactics to a game. • Use the full scoring system individually and in small sided games. 	<p>racquet, forehand, backhand, dominant, serve, pass, chase, send, stop, track, return, agility, play, overhead.</p>	 <p>Work cooperatively in a pair, small group and team to achieve a desired outcome with success.</p> <p>Work cooperatively with their peers when independently learning.</p> <p>Always show respect, resilience, enthusiasm and aspiration in lessons.</p> <p>Shows sportsmanship to their peers when involved in a competitive situation.</p> <p>Identify the key bones and muscles and when we are using them.</p> <p>Understands the importance of exercise and the different types of exercise that are available</p> <p>Understands the key components of fitness and how to maintain them outside of school.</p> <p>Begin to take on a leadership role within their group.</p>
	<p><u>Athletics</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Use the appropriate pace for different running distances and understand why this is. • Demonstrate accuracy and good technique when throwing over distance. • Show good technique and control when jumping. • Choose an appropriate run up distance for individual athletic events. • Demonstrate a change over in a relay team with consistency. • Use appropriate terminology when explaining an activity to their peers. • Accurately and confidently score and judge across a range of athletics activities. • Record time and distance accurately. 	<p>jumping, throwing, running, sprinting, jogging, analyse, agility, balance, coordination, pace, fluency, movement, combinations, accuracy</p>	
	<p><u>OAA</u></p> <p>Children are able to:</p> <ul style="list-style-type: none"> • Recall and remember symbols, items and objects during a task as an individual and in a team. • Play a role in problem solving often communicate using code. • Evidence results and keep score. • Understand grid referencing and use it with success. • Begin understanding how to use a compass. • Compete against others and perform under pressure. • Take responsibility for a role in a task. • Use information given by others to complete a task and work collaboratively. 	<p>Symbols, maps, compass, compass points, directions, grid referencing, communication, teamwork, leadership, scale, orienteering, plan, solve, decipher</p>	

