

St. Mark's Primary School



Physical Education

WHOLE SCHOOL CURRICULUM MAP

2023-2024

St Mark's CE Primary School

EYFS/KS1 - Curriculum Map



National Curriculum

EYFS

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.

	Year N	Year R	Year 1	Year 2
Gymnastics	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Name the parts of the body that are used in gymnastics. Understand that gymnastics can strengthen muscles. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> To form the basic gymnastic shapes and static balances. Develop co-ordination within movements, including walking and running. To use different parts of the body to travel. Show control when holding body shapes. <ul style="list-style-type: none"> Creating shapes using different parts of the body. Show co-ordination and balance when jumping (and landing). To introduce the pencil roll, and the egg roll, showing how the bodies shape is different for these. <p>Applying and Linking Skills</p> <ul style="list-style-type: none"> Explore body position when creating gymnastics shapes, and use different parts of the body to create these. To show control and co-ordination in stretches, shapes and movements. To show dynamics within movement, using developing agility to change the speed, direction and style of movement. <ul style="list-style-type: none"> Forwards, Backwards, Side-stepping, Fast, Slow, etc. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Name the parts of the body that are used in gymnastics. Understand that gymnastics can strengthen muscles. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> To form the basic gymnastic shapes and static balances. <ul style="list-style-type: none"> Straight, Tuck, Star, and Straddle. Develop co-ordination within movements, including walking, jogging, and side-stepping and skipping. To use different parts of the body to travel. Show control when holding body shapes, holding stretches that are not bounced. <ul style="list-style-type: none"> Creating shapes using different parts of the body. Perform a shape, on an apparatus, both floor and at height. Show co-ordination and balance when jumping (and landing) from an apparatus at height. To introduce the pencil roll, and the egg roll, showing how the bodies shape is different for these. <p>Applying and Linking Skills</p> <ul style="list-style-type: none"> Explore body position when creating gymnastics shapes, and use different parts of the body to create these. Select a favourite movement or shape to demonstrate to peers. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know how to carry and place apparatus. Know when their body is active and talk about the difference between tension and relaxation. Know how to manage the space safely, showing good awareness of each other, mats and apparatus. Describe how their body feels before, during and after an activity. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> To roll in different ways. <ul style="list-style-type: none"> Including the pencil roll, egg roll and dish roll. Begin to develop the forward roll. To travel in different ways. <ul style="list-style-type: none"> Taking weight on both hands and feet. To balance on different points of the body, including 1 foot; <ul style="list-style-type: none"> Develop arch and dish shapes that see arms and legs extended off the floor, Develop tension in the core and tension and extension in the arms, legs, hands and feet. To create the pike, tuck, arch and dish shapes. To balance and travel on a beam or rail. To explore and create shapes in the air when jumping; <ul style="list-style-type: none"> Including the pike, tuck and star. To climb and travel safely at height. <p>Applying and Linking Skills:</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know how to lift, move and place equipment safely. Recognize and avoid risks when handling and placing apparatus Describe how their body feels during different activities. Explain what their body needs to keep healthy. To know how to improve their work using information they have gained by watching, listening and investigating. Know and use different combinations of floor, mats and apparatus. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> To develop the forward roll, transferring from the slopped mat. To travel in different ways. <ul style="list-style-type: none"> Taking weight on both hands and feet. Including travelling on a beam. Develop arch and dish shapes that see arms and legs extended off the floor, <ul style="list-style-type: none"> Develop tension in the core and tension and extension in the arms, legs, hands and feet. To create the pike, tuck, arch and dish shapes. Moving smoothly from a position of stillness to a travelling movement and from one position of stillness to another. To explore and create shapes in the air when jumping (from standing or off apparatus); <ul style="list-style-type: none"> Including the pike, tuck and star.

	Year N	Year R	Year 1	Year 2
	<p>Evaluating Success</p> <ul style="list-style-type: none"> • Watch each other performing a shape or movement. • Say what they like about a performance, and explain why. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Walk, Jog, Skip, Gallop, Side Step, Jump, • Stretch, Tall, Long, Narrow, Straight, Small, • Tuck, Curl, Wide, Star , Back, • Tummy, Bottom, Knees, Feet, Shoulders, Hands, • Muscles, Tight, Tension, 	<ul style="list-style-type: none"> • To show tension and extension in stretches, shapes and movements., • To show dynamics within movement, using agility to change the speed, direction and style of movement. <ul style="list-style-type: none"> • Forwards, Backwards, Side-stepping, Fast, Slow, etc. <p>Evaluating Success</p> <ul style="list-style-type: none"> • Watch each other performing a shape or movement, and use this to improve their action. • Say what they like about a performance, and explain why. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Walk, Jog, Skip, Gallop, Side Step, Jump, • Stretch, Tall, Long, Narrow, Straight, Small, • Tuck, Curl, Wide, Star , Back, • Tummy, Bottom, Knees, Feet, Shoulders, Hands, • Muscles, Tight, Tension, 	<ul style="list-style-type: none"> • To copy sequences and repeat them. • To plan and show a sequence of movement. • To work individually and with partner to create a sequence. • Perform a gymnastic sequence with a balance, a travelling action, a jump and a roll. <p>Evaluating Success</p> <ul style="list-style-type: none"> • Watch and talk about different gymnastics performances. • Explain how gymnastics makes us feel. • Describe qualities of movement. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Roll, Rock, Dish Roll, Pencil Roll, Egg Roll, • Jump, Take-Off, Flight, Landing, Absorb, Soften, Combination, Straight, Tuck, Star, • Clockwise, Anti-Clockwise • Balance, Muscles, Tight, Tension, Linking, Repeat, Demonstrate, Observe, Evaluate, Levels, High, Medium, Low, 	<p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • To think and create more than one way to develop a sequence which follows a set of 'rules'. • Devise a short sequence with a clear beginning, middle and an end including a balance, a travelling action, a jump and a roll. • Adapt a sequence to include apparatus. • Teach a self-created sequence to a partner and perform together. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Talk about how a performance – a jump, roll, sequence could be improved. <ul style="list-style-type: none"> • Recording their performance using ICT. • Evaluate, refine and develop their own and others' work. <ul style="list-style-type: none"> • Using feedback given by the teacher, or other children. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Rotation, Turn, Half Turn, Muscles, Tight, Tension, • Apparatus, On, Off, Over, Alone
Dance	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Recognise the changes that happen to their bodies when they are active. • Recognise the importance of keeping healthy and those things which contribute to this. <p>NC Knowledge or skills:</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Recognise the changes that happen to their bodies when they are active. • Recognise the importance of keeping healthy and those things which contribute to this. <p>NC Knowledge or skills:</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Describe how their body feels before, during and after an activity. • Know where their heart is and understand why it beats faster when exercising • To describe how their lungs and heart work when dancing. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • To know how particular activities can help them to be healthy. • To know, recognise and describe how different dance activities make them feel. • To understand the importance of warming up and cooling down. • To show an understanding of the mood or tone of a dance,

Year N	Year R	Year 1	Year 2
<ul style="list-style-type: none"> Move with confidence, showing a co-ordination between arms and legs, moving a different ways. <ul style="list-style-type: none"> To copy and repeat simple movements, in time with the teacher. Move with control and co-ordination. <ul style="list-style-type: none"> To use different parts of the body. This may be to emulate an animal or behaviour. Show awareness of space, of themselves and of others. <p>Applying and Linking Skills</p> <ul style="list-style-type: none"> Use their imagination in dance, to develop simple movement combinations to demonstrate an interpretation of a song or story. Express and communicate their ideas, thoughts and feelings by using a widening range of movement. Perform a movement as a whole class. <p>Evaluating Success</p> <ul style="list-style-type: none"> Using ICT, children to watch themselves and describe what they were doing. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Slither, Gallop, Shuffle, Roll, Crawl Lead, Follow And Copy Share, Wait, Before, After. Backwards, Sideways, Forwards. Happy, Excited, Sad Stretching, Curling, Reaching, Twisting, Turning Strong, Gentle, Heavy, Floppy 	<ul style="list-style-type: none"> Move with confidence, showing a co-ordination between arms and legs, moving a different ways. <ul style="list-style-type: none"> To copy and repeat simple movements, in time with the teacher. Showing a count to 4 or 8. Move with control and co-ordination. <ul style="list-style-type: none"> To use different parts of the body, and different body positions to move in response to a stimulus. This may be to emulate an animal or behaviour. Show an understanding of contrasting movements. Show awareness of space, of themselves and of others. Respond in a variety of ways to what they see, hear, touch and feel <p>Applying and Linking Skills</p> <ul style="list-style-type: none"> Use their imagination in dance, to develop simple movement combinations to demonstrate an interpretation of a song or story. Express and communicate their ideas, thoughts and feelings by using a widening range of movement. <ul style="list-style-type: none"> To include the use of musical instruments where appropriate. Perform a movement as a whole class, or in small groups. <p>Evaluating Success</p> <ul style="list-style-type: none"> Using ICT, children to watch themselves and describe what they were doing. 	<ul style="list-style-type: none"> Know how to link movement phrases to make simple dances. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> To copy and explore basic body actions (e.g. travel, jump, turn, gesture); Developing movement with care and control. <ul style="list-style-type: none"> Showing an understanding of the rhythm of the stimulus. To respond to a range of stimuli with different actions; <ul style="list-style-type: none"> Including moving to different styles of music. To use different parts of the body to respond to stimuli. <ul style="list-style-type: none"> Choosing appropriate movements for different dance ideas – showing a contrast when needed. To copy movement and movement patterns To travel in different directions and at different levels; Moving around the space safely. <p>Applying and Linking Skills</p> <ul style="list-style-type: none"> To plan and link movements to make simple dances with a clear beginning, middle and end. Perform movement phrases using a range of body actions and body parts. Use their imagination in dance, to develop simple movement combinations to demonstrate an interpretation of a song or story. 	<p>using the different stimuli as a starting point for a creating a dance.</p> <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Repeat a range of actions with co-ordination and control. Create and link a range of actions with coordination and control. Explore actions in response to stimuli; <ul style="list-style-type: none"> Including moving to different styles of music. Showing imagination in their response. Changing rhythm, speed, level and direction. Develop movement of the body to express emotion. <ul style="list-style-type: none"> Changing rhythm, speed, level and direction. Show greater control, coordination and spatial awareness. <p>Applying and Linking Skills</p> <ul style="list-style-type: none"> Choose and link actions that express a mood, idea or feeling with rhythmic and dynamic qualities. Remember and repeat a short dance sequence. <ul style="list-style-type: none"> Progressing to developing a sequence by linking own ideas together. Perform dance phrases and short dances using rhythmic and dynamic qualities that express moods, ideas and feelings. <p>Evaluating Success</p> <ul style="list-style-type: none"> Talk about how a dance could be improved.

	Year N	Year R	Year 1	Year 2
	<ul style="list-style-type: none"> Between, Through, Above 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Slither, Gallop, Shuffle, Roll, Crawl Lead, Follow And Copy Share, Wait, Before, After. Backwards, Sideways, Forwards. Happy, Excited, Sad Stretching, Curling, Reaching, Twisting, Turning Strong, Gentle, Heavy, Floppy Between, Through, Above 	<ul style="list-style-type: none"> Express and communicate their ideas, thoughts and feelings by using a widening range of movement. <p>Evaluating Success</p> <ul style="list-style-type: none"> Watch and talk about different dances. Explain how dances make us feel. Describe qualities of movement. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Skip, Jump, Hop, Bounce, Spring, Turn, Spin, Freeze, Statue Near, Far, In And Out, On The Spot, Own, Beginning, Middle, End Fast 	<ul style="list-style-type: none"> Recording their dance, using ICT. Describe and evaluate some of the compositional features of dances performed with a partner and in a group. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others' work. Using feedback given by the teacher, or other children. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Jolly, Stormy, Stimulus Curved, Zigzag Mood, Happy, Angry, Calm, Excited, Sad, Lonely Health And Fitness Tired, Hot Sweaty, Heart Rate Warm Up, Cool Down
Throwing and Catching	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Explain why it is important to keep themselves healthy. Recognise some changes that happen to their bodies when they are active. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> To copy and repeat actions and skills. <ul style="list-style-type: none"> Developing an understanding of body position. Develop control and accuracy when rolling a ball. Develop control and accuracy when throwing underarm; Understand the concept of tracking, getting in line with a ball to receive it; <ul style="list-style-type: none"> Catching larger balls with both hands. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Explain why it is important to keep themselves healthy. Recognise some changes that happen to their bodies when they are active. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> To copy and repeat actions and skills. <ul style="list-style-type: none"> Developing an understanding of body position. Develop control and accuracy when rolling a ball. Develop control and accuracy when throwing underarm; <ul style="list-style-type: none"> Moving with care and intent. Progressing to an overarm throw if confident. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Describe how their body feels before, during and after an activity. Know that being active is good for them and fun, being able to describe what it feels like when they breathe faster during exercise. Know how to choose and use skills effectively for particular games. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> To copy and repeat actions and skills. <ul style="list-style-type: none"> Developing an understanding of body position. Develop control and accuracy when rolling a ball. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Describe how their body feels before, during and after an activity, <ul style="list-style-type: none"> Explaining how this may change throughout the activity/exercise. Explaining what their body needs to keep healthy. Begin to anticipate what they will feel like after playing games. To recognise good quality in performance, and use this information to improve their work. <ul style="list-style-type: none"> Describe performances accurately Know how to score and keep the rules of the games.

	Year N	Year R	Year 1	Year 2
	<ul style="list-style-type: none"> Develop 'sending skills using hands, whilst travelling; using feet, Develop 'striking skills whilst travelling; <ul style="list-style-type: none"> Using targeting equipment to develop accuracy with the throw, roll or strike. Throwing a ball, beanbag or quoit with accuracy, both individually and with a partner Develop 'receiving skills' with a partner; <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Throw, Kick, Pass, Strike Receive, Catch, Control, Stop Target, Aim, Control, Pass. 	<ul style="list-style-type: none"> Understand the concept of tracking, getting in line with a ball to receive it; <ul style="list-style-type: none"> Catching the ball with both hands. Develop 'sending skills using hands, whilst travelling; using feet, dribbling along different pathways; Develop 'striking skills whilst travelling; <ul style="list-style-type: none"> Using targeting equipment to develop accuracy with the throw, roll or strike. Throwing a ball, beanbag or quoit with accuracy, both individually and with a partner Develop 'receiving skills' with a partner; <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Throw, Kick, Pass, Strike Receive, Catch, Control, Stop Target, Aim, Control, Pass. 	<ul style="list-style-type: none"> Develop control and accuracy when throwing underarm; <ul style="list-style-type: none"> Moving with care and intent. Progressing to an overarm throw if confident. Understand the concept of tracking, getting in line with a ball to receive it; <ul style="list-style-type: none"> Catching the ball with both hands. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Move fluently, changing speed and direction easily and avoiding collisions. Choose and use skills effectively for practical games; <ul style="list-style-type: none"> Solo challenges, 1-v-1 or 2-v-2. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Copy, watch and describe what others are doing. Copy what is seen and state why it is of quality. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Tracking, Throwing, Catching, Rolling, Striking Overarm, Underarm, Bouncing Follow Aiming, Targeting Speed, Direction Controlling 	<ul style="list-style-type: none"> To choose and use tactics to suit different situations. <ul style="list-style-type: none"> Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. React to situations in a way that helps their partners and makes it difficult for their opponents. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Perform a range of rolling, throwing, catching and gathering skills with control; <ul style="list-style-type: none"> Tracking or getting in line with a ball to receive it. Catching with both hands. Securing the skill to roll and throw underarm, before further developing the overarm throw. <ul style="list-style-type: none"> Combining these skills within gamesmanship. Practice accuracy in throwing and catching skills; <ul style="list-style-type: none"> Using targets and competition to explore how a skill can be improved. <p>Applying and Linking Skills</p> <ul style="list-style-type: none"> Choose and use skills more effectively for practical games. <p>Evaluating Success</p> <ul style="list-style-type: none"> Talk about what is different between what they did and what someone else did. <ul style="list-style-type: none"> Discussing the quality of what has been seen. Say how they could improve,

	Year N	Year R	Year 1	Year 2
				<ul style="list-style-type: none"> Beginning to use feedback from the teacher, our other children. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Tracking, Throwing, Catching, Rolling, Striking Overarm, Underarm, Bouncing Follow Aiming, Targeting Speed, Direction Controlling <p>VCABULARY IN LINE WITH YEAR 1 EXPECTATIONS</p>
Invasion Games	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Explain why it is important to keep themselves healthy. Recognise some changes that happen to their bodies when they are active. <p>NC Knowledge or skills: KEY: DEVELOPMENT OF BASIC MOTOR FUNCTION/SKILL Inc: manipulative skills and dexterity, hand-eye coordination and whole body coordination</p> <ul style="list-style-type: none"> Move with increased control and coordination. <ul style="list-style-type: none"> Copying and repeating actions and skills. Show awareness of space, of themselves and of others. <ul style="list-style-type: none"> Being able to listen to and follow simple instructions. Demonstrate how to dodge, or move away from an opponent that is chasing. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Explain why it is important to keep themselves healthy. Recognise some changes that happen to their bodies when they are active. <p>NC Knowledge or skills: KEY: DEVELOPMENT OF BASIC MOTOR FUNCTION/SKILL Inc: manipulative skills and dexterity, hand-eye coordination and whole body coordination</p> <ul style="list-style-type: none"> Move with increased control and coordination. <ul style="list-style-type: none"> Copying and repeating actions and skills. Show awareness of space, of themselves and of others. <ul style="list-style-type: none"> Being able to listen to and follow simple instructions. Showing an awareness of how a space is 'safe' for them to work. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Describe how their body feels before, during and after an activity. Know that being active is good for them and fun, being able to describe what it feels like when they breathe faster during exercise. Know how to choose and use skills effectively for particular games. To recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Copy and repeat actions and skills. <ul style="list-style-type: none"> Developing an understanding of body position. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Describe how their body feels before, during and after an activity, <ul style="list-style-type: none"> Explaining how this may change throughout the activity/exercise. Explaining what their body needs to keep healthy. Begin to anticipate what they will feel like after playing games. To recognise good quality in performance, and use this information to improve their work. <ul style="list-style-type: none"> Describe performances accurately Know how to score and keep the rules of the games. To choose and use tactics to suit different situations. <ul style="list-style-type: none"> Having a good awareness of others in running,

Year N	Year R	Year 1	Year 2
<ul style="list-style-type: none"> - Progressing to movement with a non-bouncing ball – protection. • Develop footwork skills, such as skipping on the spot and whilst travelling forward. - Dribble a large ball using feet between a set of marker cones. • Develop ‘sending skills,’ using hands, whilst travelling; using feet, dribbling along different pathways; • Develop ‘striking skills,’ whilst travelling; <ul style="list-style-type: none"> - Using targeting equipment to develop accuracy with the throw, roll or strike. - Throwing a ball, beanbag or quoit with accuracy, both individually and with a partner • Develop ‘receiving skills,’ with a partner; • Develop familiarity with a variety of small games equipment. <ul style="list-style-type: none"> - Including how to grip and manipulate them to send and receive them between a partner. - Working co-operatively with a partner and as part of a group. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Travel, Stepping, Jumping, Landing, Hopping, Skipping, Running, Jogging • Footwork, Chasing, Dodging, Skipping, Dribbling; • Throw, Kick, Pass; • Receive, Catch, Control, Stop • Target, Aim, Control, Pass. 	<ul style="list-style-type: none"> • Demonstrate how to dodge, or move away from an opponent that is chasing. - Progressing to movement with a non-bouncing ball – protection. • Develop footwork skills, such as skipping on the spot and whilst travelling forward. - Showing an awareness of technique. - Dribble a large ball using feet between a set of marker cones. • Develop ‘sending skills,’ using hands, whilst travelling; using feet, dribbling along different pathways; • Develop ‘striking skills,’ whilst travelling; <ul style="list-style-type: none"> - Using targeting equipment to develop accuracy with the throw, roll or strike. - Throwing a ball, beanbag or quoit with accuracy, both individually and with a partner • Develop ‘receiving skills,’ with a partner; • Develop familiarity with a variety of small games equipment. <ul style="list-style-type: none"> - Including how to grip and manipulate them to send and receive them between a partner. - Working co-operatively with a partner and as part of a group. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Travel, Stepping, Jumping, Landing, Hopping, Skipping, Running, Jogging 	<ul style="list-style-type: none"> • Move fluently, changing direction and speed easily and avoiding collisions. • Maintaining some control over the ball when moving. • Tackle an opponent when they are moving with it. • Develop control and accuracy when passing and receiving the ball, <ul style="list-style-type: none"> • Demonstrating the basic actions for rolling, underarm throwing, striking a ball and kicking – repeating the action consistently. • Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming, • To block or catch a shot towards goal. • Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Move fluently, changing speed and direction easily and avoiding collisions. • Choose and use skills effectively for practical games; <ul style="list-style-type: none"> • Solo challenges, 1-v-1 or 2-v-2. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Copy, watch and describe what others are doing. • Copy what is seen and state why it is of quality. <p>Key Vocabulary:</p>	<p>chasing and avoiding games, making simple decisions about when and where to run.</p> <ul style="list-style-type: none"> • React to situations in a way that helps their partners and makes it difficult for their opponents. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run, <ul style="list-style-type: none"> • Maintaining control over the ball when moving. • Showing control in passing a receiving the ball to a partner – 2v2 games. • Show an understanding of body position when tracking an opponent, to tackle when they are moving with the ball. <ul style="list-style-type: none"> • Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents. • Dodging opponents more frequently and more successfully. • Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming, <ul style="list-style-type: none"> • To block or catch a shot towards goal. • Use simple tactics in the game. <p>Applying and Linking Skills:</p>

	Year N	Year R	Year 1	Year 2
		<ul style="list-style-type: none"> • Footwork, Chasing, Dodging, Skipping, Dribbling; • Throw, Kick, Pass; • Receive, Catch, Control, Stop • Target, Aim, Control, Pass. 	<ul style="list-style-type: none"> • Avoiding, • Rolling, Striking, Throwing, Bouncing, Catching, • Free Space, Own Space, Opposite, • Team. 	<ul style="list-style-type: none"> • Move fluently, changing speed and direction easily and avoiding collisions. • Choose and use skills effectively for practical games; <ul style="list-style-type: none"> • Solo challenges, 1-v-1 or 2-v-2. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Talk about what is different between what they did and what someone else did. <ul style="list-style-type: none"> • Discussing the quality of what has been seen. • Copy actions and ideas, and use the information they collect to improve their performance, <ul style="list-style-type: none"> • Beginning to use feedback from the teacher, our other children. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Rebound; • Aiming; Speed; Direction; • Controlling; Shooting; Scoring.
Multi-Skills	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Recognise the changes that happen to their bodies when they are active. • Begin to understand the importance of being active. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • To watch, copy and describe what others are doing, recognise movements. <ul style="list-style-type: none"> - Develop a range of movements, including: hopping, skipping, jumping, running. • Send and receive a ball and other equipment. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Recognise the changes that happen to their bodies when they are active. • Begin to understand the importance of being active. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • To watch, copy and describe what others are doing, recognise movements. <ul style="list-style-type: none"> - Develop a range of movements, including: hopping, skipping, jumping, running. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Describe what it feels like when they breathe faster during exercise. • Explain why running and playing games is good for them. • Know how to choose and use skills effectively for particular games. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Move fluently, changing speed and direction easily and avoiding collisions. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Understand and describe changes to their heart rate when playing different games, <ul style="list-style-type: none"> • Showing how to exercise safely. • Describe what it feels like when they breathe faster during exercise. • Explain why running and playing games is good for them. • Know how to score and keep the rules of the games. • To choose and use tactics to suit different situations.

Year N	Year R	Year 1	Year 2
<ul style="list-style-type: none"> To explore and use skills, actions and ideas, and remember and repeat them; Show an awareness of space for themselves and of others. Move confidently, with imagination and in safety. <ul style="list-style-type: none"> Changing direction to avoid collisions Use a range of small equipment; <ul style="list-style-type: none"> Showing increase co-ordination. Including bouncing a ball. Play simple, competitive invasion type games, simple tactics for attacking and defending. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Hopping, Skipping, Jumping, Running Send, Receive, Throw, Catch, Stop, Control, Roll, Bounce Underarm, Racket, Bat, Stick 	<ul style="list-style-type: none"> Send and receive a ball and other equipment in a variety of ways. To explore and use skills, actions and ideas, and remember and repeat them; <ul style="list-style-type: none"> Including rolling a ball, an underarm throw, striking a ball with a racket or 'stick/bat' Show an awareness of space for themselves and of others. Move confidently, with imagination and in safety. <ul style="list-style-type: none"> Moving fluently, changing direction and speed whilst avoiding collisions Use a range of small equipment; <ul style="list-style-type: none"> Showing increase control and co-ordination. Including bouncing a ball. Play simple, competitive invasion type games, simple tactics for attacking and defending. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Hopping, Skipping, Jumping, Running Send, Receive, Throw, Catch, Stop, Control, Roll, Bounce Underarm, Racket, Bat, Stick 	<ul style="list-style-type: none"> Develop control and accuracy when throwing underarm. To copy and repeat actions or skills. Develop control and accuracy manipulating a ball with a racket/bat. Including balancing. Develop control and accuracy when striking a ball, Into a target, or returning to a partner. Understand the concept of tracking, getting in line with a ball to receive it, or strike it. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Move fluently, changing speed and direction easily and avoiding collisions. Choose and use skills effectively for practical games; Solo challenges or 1-v-1. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Copy, watch and describe what others are doing. Copy what is seen and state why it is of quality. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Tracking, Throwing, Catching, Rolling, Striking Overarm, Underarm, Bouncing Follow Aiming, Targeting Speed, Direction Controlling 	<ul style="list-style-type: none"> Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. React to situations in a way that helps their partners and makes it difficult for their opponents. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Move fluently, changing speed and direction easily and avoiding collisions. Develop control and accuracy when throwing underarm. Develop control and accuracy manipulating a ball with a racket/bat. Including balancing. Develop control and accuracy when striking a ball, Into a target, or returning to a partner. Beginning to engage in 1v1 games more confidently. Understand the concept of tracking, getting in line with a ball to receive it, or strike it. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Move fluently, changing speed and direction easily and avoiding collisions. Choose and use skills effectively for practical games; Solo challenges or 1-v-1. <p>Evaluating Success</p> <ul style="list-style-type: none"> Talk about what is different between what they did and what someone else did.

	Year N	Year R	Year 1	Year 2
				<ul style="list-style-type: none"> • Discussing the quality of what has been seen. • Say how they could improve, • Beginning to use feedback from the teacher, our other children. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Tracking, • Throwing, Catching, Rolling, Striking • Overarm, Underarm, • Bouncing • Follow • Aiming, Targeting • Speed, Direction • Controlling <p>VCABULARY IN LINE WITH YEAR 1 EXPECTATIONS</p>
Athletics			<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Describe what happens to their heart, breathing and temperature during different types of athletic activity. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Move fluently, changing speed and direction easily and avoiding collisions. • Demonstrate the five basic jumps on their own, e.g. series of hops; or in combination, e.g. hop, one-two, two-two, <ul style="list-style-type: none"> • Showing some control at take-off and landing, • Jumping from a stationary position, exploring distance or height. • Run a spring, using short hurdles. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Describe what happens to their heart, breathing and temperature during different types of athletic activity. • Show how to exercise safely. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Move fluently, changing speed and direction easily and avoiding collisions. • Demonstrate the five basic jumps on their own, e.g. series of hops; or in combination, e.g. hop, one-two, two-two, <ul style="list-style-type: none"> • Showing some control at take-off and landing, • Jumping from a stationary position. • Develop use of arms and body shape to increase distance and height of jumps.

Year N	Year R	Year 1	Year 2
		<ul style="list-style-type: none"> • Run continuously for about one minute and, when required, show the difference between running at speed and jogging, • Throw with increasing accuracy and coordination, into more difficult targets set at different distances, <ul style="list-style-type: none"> • Including beanbags, javelins or heavy balls. • Choosing the best way of throwing to succeed. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Identify and describe different running, jumping and throwing actions. • Explain what is successful and what they have to do to perform better. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Run, Hop, Skip, Step • Sideways, Forwards, Backwards • Catch • Throw High, Low, Far, Near, Straight, Aim • Drop, Bounce • Fast, Medium, Slow • Safely 	<ul style="list-style-type: none"> • Run a spring, using short hurdles. • Run continuously for about one minute and, when required, show the difference between running at speed and jogging, • Throw with increasing accuracy and coordination, into more difficult targets set at different distances, <ul style="list-style-type: none"> • Including beanbags, javelins or heavy balls. • Choosing the best way of throwing to succeed. • Maximise the distance a tennis ball can be thrown. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Talk about what is different between what they did and what someone else did. <ul style="list-style-type: none"> • Discussing the quality of what has been seen. • Say how they could improve, <ul style="list-style-type: none"> • Beginning to use feedback from the teacher, our other children. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Run, Hop, Skip, Step • Sideways, Forwards, Backwards • Catch • Throw High, Low, Far, Near, Straight, Aim • Drop, Bounce • Fast, Medium, Slow • Safely

Year N	Year R	Year 1	Year 2
			VOCABULARY INLINE WITH YEAR 1 EXPECTATIONS



National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

	Year 3	Year 4	Year 5	Year 6
Gym	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand the importance of warming-up and cooling-down. Understand that strength and suppleness are important parts of fitness. <ul style="list-style-type: none"> To recognise and describe the short term effects of exercise on the body during different activities. To know how to devise and perform a gymnastic sequence, showing a clear beginning, middle and end. <ul style="list-style-type: none"> Adapting a sequence to include different levels, speeds or directions. To recognise how their own performance has improved. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> To secure the forward roll, developing control and balance in delivery. <ul style="list-style-type: none"> Beginning to explore and develop the cartwheel. To travel in different ways. <ul style="list-style-type: none"> Showing control and balance when taking weight on both hands and feet, where changing speed. Including travelling on a beam. Continue to develop tension in the core and tension and extension in the arms, legs, hands and feet. <ul style="list-style-type: none"> Using shape to transition smoothly from a position of stillness into a roll or balance. Creating shapes in the air when jumping (from standing or off apparatus 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know, measure and describe the short-term effects of exercise on the body. Describe how the body reacts to different types of activity. <ul style="list-style-type: none"> To understand that strength and suppleness are key features of gymnastic performance. To devise routines of stretching exercises that prepare them for their gymnastic work. To describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Maintain the forward roll, developing the cartwheel and the Teddy Bear. <ul style="list-style-type: none"> Begin to explore the backwards roll, if confident. Explore balancing on combinations of 1/2/3/4 "points". Balance on floor and apparatus; <ul style="list-style-type: none"> Exploring which body parts are the safest to use. Explore balancing with a partner: <ul style="list-style-type: none"> Facing, beside, behind and on different levels. Move in and out of balances fluently; showing control and intent. Use a variety of rolling actions to travel on the floor and along apparatus. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know and understand the basic principles of warming up and why it is important for good-quality performance Understand why physical activity is good for their health. Know how muscles work, how to stretch, and how to carry out strengthening exercises safely. Know why strength and suppleness are important in gymnastics. To know and identify which aspects were performed consistently, accurately, fluently and clearly <ul style="list-style-type: none"> To be able to suggest improvements to speed, direction and level in the composition. To adapt sequences to include a partner or a small group. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Complete a forward roll from a straddle position on feet; Refine the cartwheel and teddy bear roll. <ul style="list-style-type: none"> Explore different starting and finishing positions when rolling Begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions. Perform balances with control, showing good body tension; 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know and understand the basic principles of warming up and why it is important for good-quality performance. Explain why we need regular and safe exercise. Know the importance of particular types of fitness. Understand how gymnastic activity helps their overall health. Know how to improve their own health and fitness. To be able to explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances. <ul style="list-style-type: none"> To know how to vary direction, levels and pathways, to improve the look of a sequence. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Complete a forward roll from a straddle position on feet; Refine the cartwheel and teddy bear roll. <ul style="list-style-type: none"> Explore different starting and finishing positions when rolling Begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions. Perform balances with control, showing good body tension;

	Year 3	Year 4	Year 5	Year 6
	<p>- including the pike, tuck and star),</p> <ul style="list-style-type: none"> Explaining how strength and suppleness affect performance. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> To create more than one way to develop a sequence which follows a set of 'rules'. Devise sequences with a clear beginning, middle and an end; including a balance, a travelling action, a jump and a roll; <ul style="list-style-type: none"> Including the use of apparatus. Teach a self-created sequence to a partner and perform together. <ul style="list-style-type: none"> Adapting sequences to suit different types of apparatus and their partner's ability. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Discuss, compare and contrast gymnastic sequences, commenting on similarities and differences. <ul style="list-style-type: none"> Explaining the differences between two performances Identifying when two performances have the same elements and order, and comment on their quality Understand what is involved in the process of improving a performance. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Combinations, Sequence, Contrasting, Performance Half-Turn 	<ul style="list-style-type: none"> Travelling with a partner; move away from and together on the floor and on apparatus Travel in different pathways on the floor and using apparatus; <ul style="list-style-type: none"> Exploring different entry and exit points other than travelling in a straight line on apparatus. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Link 3 different balances with 3 different ways of travelling showing clear changes of speed. <ul style="list-style-type: none"> Working with a partner to create, repeat and improve a sequence with at least three phases. Create a sequence containing four elements travelling in an "L" shaped pathway. <ul style="list-style-type: none"> Increasing the length of sequences and time of the hold, to further develop strength. Rolling actions on the floor, off and along apparatus are in time with a partner. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Discuss, compare and contrast gymnastic sequences, commenting on similarities and differences. <ul style="list-style-type: none"> Make simple assessments of performance based on a criterion given by the teacher. Use these assessments to modify and refine their sequences and others' work. 	<ul style="list-style-type: none"> Mirroring and matching a partner's balance Exploring symmetrical and asymmetrical balances on own and with a partner. Developing how to take control in using some of a partner's weight to counter balance (pushing against) or counter Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. Make symmetrical and asymmetrical shapes in the air, <ul style="list-style-type: none"> Jumping along and off apparatus of varying height, showing control in the air and on landing. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Create a sequence of up to eight elements including asymmetrical shapes, balances and symmetrical rolling and jumping activities. <ul style="list-style-type: none"> Adapt sequences to include a partner or a small group. Ensure the sequence includes changes of direction and level and show mirroring and matching shapes and balances. Perform group balances at the beginning, middle or end of a sequence. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Choose and use information and basic criteria to evaluate their own and others' work; 	<ul style="list-style-type: none"> Mirroring and matching a partner's balance Exploring symmetrical and asymmetrical balances on own and with a partner. Developing how to take control in using some of a partner's weight to counter balance (pushing against) or counter tension (pulling away from). Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. Travel in time with a partner, move away from and back to a partner. Make symmetrical and asymmetrical shapes in the air, <ul style="list-style-type: none"> Jumping along and off apparatus of varying height, showing control in the air and on landing. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Create and extended sequence including asymmetrical shapes, balances and symmetrical rolling and jumping activities; <ul style="list-style-type: none"> Performing consistently to different audiences, Linking sequences to specific timings. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Are the children beginning to use a greater number of their

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Sustained Explosive, Tension, Core, Apparatus, Mat, Bench 	<ul style="list-style-type: none"> Offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Rotation, 90°, 180°, 270° Spinning, Axis Strength, Suppleness, Stamina Combine, Element Approaching, Leaving Height Inversion Against, Towards, Away, Across 	<ul style="list-style-type: none"> Identifying which aspects were performed consistently, accurately, fluently and clearly <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Asymmetry, Symmetry Display, Matching Balance, Counter-Balance Flight Feet Apart, Feet Together Crouch Inclined Evaluate 	<p>own ideas for movement in response to a task?</p> <ul style="list-style-type: none"> Discuss, compare and contrast gymnastic sequences, commenting on similarities and differences. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Counter-Tension Tension Obstacle Straddle Over Aesthetic, Acrobatic Judgement
Dance	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand the importance of warming-up and cooling-down. Explain how strength and suppleness affect performance. To know and use a range of expressive language to describe dance <p>Key Link to Gymnastics into Dance:</p> <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. Develop movement using actions, space, relationships and dynamics. Understand choreographic devices such as motif, a repetition. Develop a sense of musicality in movements Introduce mirroring, unison, canon, 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand the basic principles of warming up and cooling down, and choose appropriate activities that may support this. To describe and interpret dance movements using appropriate vocabulary. To know and suggest how dances and performances can be improved, so that they communicate more effectively. <ul style="list-style-type: none"> To know, explore and create characters and narratives in response to a range of stimuli. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Describe and interpret dance movements using appropriate vocabulary. Explore and create characters and narratives in response to a range of stimuli. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand why a warm-up and cool-down is an important step in preparing for dance. <ul style="list-style-type: none"> To know use exercises that stretch and tone their bodies and help them prepare for their dance. To use appropriate dance terminology to identify and describe different styles in their own and others' dances. To be able to talk about the relationship between the dance and its accompaniment. To suggest ways to develop their technique and composition. <ul style="list-style-type: none"> To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. <p>NC Knowledge or skills:</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand why a warm-up and cool-down is an important step in preparing for dance. <ul style="list-style-type: none"> Describe how dance contributes to fitness and wellbeing. Identify what types of exercise they need to do to help their dancing. To use appropriate language and terminology to describe, interpret and evaluate their own and others' work. <ul style="list-style-type: none"> Comment on what works well and explain why. To recognise how costume, music and set can help to improve a dance performance. To improvise freely using a range of controlled movements and patterns. <p>NC Knowledge or skills:</p>

	Year 3	Year 4	Year 5	Year 6
	<p>complementary and contrasting moves.</p> <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Show an imaginative response to different stimuli through their use of language and choice of movement. • Connect different ideas to structure a dance phrase; <ul style="list-style-type: none"> • Incorporate different qualities and dynamics into their movement. • Linking phrases to music, • Showcasing a clear beginning, middle and end. • To share and create phrases with a partner and in small groups. <ul style="list-style-type: none"> • Explore and develop new actions while working with a partner or a small group. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Describe and evaluate compositional features of dances performed with a partner and in a group; <ul style="list-style-type: none"> • Using ICT to record and discuss their dance. • Talk about how to improve a dance; <ul style="list-style-type: none"> • Suggesting improvements to their own and other people's dances <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Words To Describe Actions, Dynamics, Space And Relationships • Words To Describe Group Formations, Eg: Square, Circle, Line • Partner, Copy, Follow, Lead, 	<ul style="list-style-type: none"> • Experimenting with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group • Communicate what they want through their dances and perform with fluency and control. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Use different compositional ideas to create motifs, incorporating unison, canon, action and reaction, question and answer. • Remember, practise and combine longer, more complex dance phrases. • Connect different ideas to structure a dance phrase; <ul style="list-style-type: none"> • Incorporate different qualities and dynamics into their movement. • Linking phrases to music, • Showcasing a clear beginning, middle and end. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Suggest how dances and performances can be improved, so that they communicate more effectively. • Describe, interpret and evaluate their own and others' dances, taking account of character and narrative. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Character 	<ul style="list-style-type: none"> • Use exercises that stretch and tone their bodies and help them prepare for their dance. • Explore, improvise and choose appropriate material to create new motifs in a chosen dance style • Perform specific skills and movement patterns for different dance styles with accuracy • Develop mirroring, unison, canon, complementary and contrasting moves. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. • Perform dances expressively, using a range of performance skills <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Talk about how they might improve their dances. • Describe and evaluate some of the compositional features of dances performed with a partner and in a group. • Understand how a dance is formed and performed. • Evaluate, refine and develop their own and others' work. <ul style="list-style-type: none"> • Suggesting ways to develop their technique and composition. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Dance Style, Technique • Formation, Pattern, Gesture, Rhythm 	<ul style="list-style-type: none"> • Organise their own warm-up and cool-down exercises. • Explore, improvise and choose appropriate material to create new motifs in a chosen dance style. • Perform specific skills and movement patterns for different dance styles with accuracy, <ul style="list-style-type: none"> • Adapting the way they use weight, space and rhythm in their dances to express themselves, • Showing expression in their dances and sensitivity to music. • Develop and perform mirroring, unison, canon, complementary and contrasting moves. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. • Perform dances expressively, using a range of performance skills. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Talk about how they might improve their dances. • Describe and evaluate some of the compositional features of dances performed with a partner and in a group. • Understand how a dance is formed and performed. • Evaluate, refine and develop their own and others' work. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Improvisation

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Unison, Canon, Repeat • Structure • Motif • Dance Phrase • Improvisation, Explore, Stimulus 	<ul style="list-style-type: none"> • Narrative, Costume, Props • Describe, Analyse, Interpret, Evaluate • Communication • Gesture • Words To Describe Choreographic Devices, Eg: Unison, Canon, Repetition, Action And Reaction, Question And Answer • Mobilise Joints • Diet 	<ul style="list-style-type: none"> • Language Specific To Particular Dance Styles, Eg: Pavane, Haka • Motif, Variation 	<ul style="list-style-type: none"> • Unison, Canon, Action, Reaction • Motif, Phrase, Section • Form, Eg: Ab, Aba, Abac • Artistic Intention • Exploration • Dance Framework • Interpret
Invasion Games	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know and use rules fairly to keep games going. • Explain why it is important to warm-up and cool-down. <ul style="list-style-type: none"> • Recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel. • Identify which games and activities have the biggest impact when trying to improve stamina. • To know and use a range of skills to help them keep possession and control of the ball. • To know and use a range of skills to keep possession and make progress towards a goal, on their own and with others. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Move with the chosen ball (Football, Basketball, Netball) in different directions, <ul style="list-style-type: none"> • Manipulating the ball with some control. • Block or catch a shot towards goal. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know the demands that specific activities make on their bodies. • Know the importance of warming up, <ul style="list-style-type: none"> • Beginning to suggest ideas to help support a good warm-up. • Recognising and describing what happens to their breathing and heart when they play games. • To know and use a range of techniques when passing, e.g. high, low, bounced, fast, slow. • To keep and use rules they are given. <ul style="list-style-type: none"> • Suggest how rules could be changed to improve the game. • Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others. • Use a range of tactics to keep possession of the ball and get into positions to shoot or score. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know the importance of particular types of fitness to the game. • Explain how warming up can affect their performance. • Say why some activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity. <ul style="list-style-type: none"> • Know the difference between attacking skills and defending skills. • Know and find ways to get the ball towards their opponents' goal. • Know how to mark and defend their goal(s). • Create their own warm up and explain how it is organised, <ul style="list-style-type: none"> • Leading a small group warm-up. • Know and use exercises and activities that help strength, speed and stamina. • Recognise parts of a performance that could be improved, and identify practices that will help. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Explain why we need regular and safe exercise. <ul style="list-style-type: none"> • Know the importance of being fit, and what types of fitness are most important for games. • Understand how playing games can contribute to a healthy lifestyle. • Know the importance of particular types of fitness to the game. • To understand, choose and apply a range of tactics and strategies for defence and attack. <ul style="list-style-type: none"> • Know and use attacking and defending skills appropriately in games. • Choose and use different formations to suit the needs of the game. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Create their own warm up and explain how it is organised, <ul style="list-style-type: none"> • Leading a small group warm-up. • Choose when to pass or dribble, so that they keep

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Tackle an opponent when they are moving with the ball. Select and use the most appropriate skills, actions or idea, <ul style="list-style-type: none"> Send and receive the ball with control and accuracy. Moving and using the actions they have chosen with co-ordination and control. Moving into a space where the ball can be passed or received more easily. Throw and catch with control when under limited pressure, <ul style="list-style-type: none"> Delivering the pass with control and intent. Receiving a pass with control. Keeping possession with some success. Know and use rules fairly to keep games going. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Show an awareness of space and use it to support teammates and cause problems for the opposition, <ul style="list-style-type: none"> Develop an understanding of attack vs defence. Explaining how to keep possession and describe how they and others have achieved it. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Recognise how performances could be improved, <ul style="list-style-type: none"> Using ICT to monitor performance and evaluate own participation. 	<p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Create and establish suitable warm-up activities for the games they are playing; <ul style="list-style-type: none"> Explaining reasons, in relation to known physiological changes. Pass to, and receive from teammates, using a variety of skills; <ul style="list-style-type: none"> Including both hands and feet. Sending and receiving the ball to and from a teammate on the move whilst under pressure from opponents. Demonstrating control and accuracy with passing and receiving skills. Show a change in direction and speed when moving with the ball; <ul style="list-style-type: none"> Selecting game specific actions to move into a space, or towards the goal. Develop shooting skills and target based performance; <ul style="list-style-type: none"> Into a hoop, a goal or net. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Create space on the pitch to receive a pass from a teammate; <ul style="list-style-type: none"> Exploring the impact of tactics to make space for a teammate. Use a range of tactics to keep possession of the ball, moving into positions to score. <ul style="list-style-type: none"> Develop the skill of attacking and defending; Recognising their role during each phase of the game. 	<p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Consistently strike a ball towards a target area <ul style="list-style-type: none"> Directing the ball away from fielders, using different angles and speeds. Exploring a variety of shots to score runs. Gauge when to run after hitting the ball. Use different ways of bowling, <ul style="list-style-type: none"> Using underarm accurately, or varying the bowl to use overarm if appropriate. Consistently catch the ball at various heights and speeds, <ul style="list-style-type: none"> Gathering a bouncing ball, Moving to gather a ball travelling low to the ground. Throwing the ball overarm accurately to a designated area/target. Returning the ball quickly to the bowler/keeper. Sustain a game, using more complex rules. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Make a team plan and communicate it to others; <ul style="list-style-type: none"> Establishing their tactics, and evaluating these as the game progresses. Plan to outwit the opposition individually, as a pair or as a team Choose and use different formations to suit the needs of the game. Lead others in a game situation, and officiate. 	<p>possession and make progress towards the goal,</p> <ul style="list-style-type: none"> Using these skills appropriately when under pressure from an opponent. Develop a range of passing techniques becoming familiar with the ball; <ul style="list-style-type: none"> Passing within a team, moving towards a target. Passing consistently and accurately whilst under pressure from an opponent. Performing skills with greater speed. Continue to develop strategies for intercepting a pass and blocking an opponent from progressing with the ball. <ul style="list-style-type: none"> Using the correct stance for tackling opponents. Develop strategies for goal keeping. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Make a team plan and communicate it to others; Establishing their tactics, and evaluating these as the game progresses. Choose and use different formations to suit the needs of the game. Can the children lead others in a game situation, and officiate this using a simple set of rules? <p>Evaluating Success:</p> <ul style="list-style-type: none"> Recognise and describe the best points in an individual's and a team's performance.

	Year 3	Year 4	Year 5	Year 6
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Keeping Possession, Keeping The Ball Scoring Goals, Keeping The Score Making Space Pass, Send And Receive Dribble, Travel With The Ball Back Up, Support Partners And Others In Their Team 	<ul style="list-style-type: none"> Keep and use the rules they are given. <ul style="list-style-type: none"> Adapting rules to create their own games, and teach this to others. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Know and explain the tactics and skills that they are confident with and use well in games that need improving. Exploring different ways of practising these tactics and skills. Describe the help they need to improve their play; <ul style="list-style-type: none"> Exploring peer feedback and coaching. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Keep Possession, Keep Control Make And Use Space Support Pass Points, Goals Rules Tactics 	<p>Evaluating Success:</p> <ul style="list-style-type: none"> Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement, and suggest how to improve them. <ul style="list-style-type: none"> Using ICT to record and explore performance. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Keeping Possession Passing Dribbling Shooting Shielding The Ball Width, Depth Support Marking, Covering 	<ul style="list-style-type: none"> Identify aspects of their own and others' performances that need improvement, and suggest how to improve them. <ul style="list-style-type: none"> Using ICT to record and explore performance. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Possession, Repossession Attackers, Defenders Marking Covering Supporting Team Play, Team Positions
Striking and Fielding	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the demands that specific activities make on their bodies. Explain why it is important to warm-up and cool-down. <ul style="list-style-type: none"> Beginning to suggest ideas to help support a good warm-up. Recognising and describing what happens to their breathing and heart when they play games. Know and use a variety of batting or throwing skills that 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the demands that specific activities make on their bodies. Know the importance of warming up, <ul style="list-style-type: none"> Beginning to suggest ideas to help support a good warm-up. Know and use a variety of batting or throwing skills that can make a game more difficult for the opponent. <p>NC Knowledge or skills:</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the importance of particular types of fitness to the game. Explain how warming up can affect their performance. Say why some activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity. Create their own warm up and explain how it is organised, <ul style="list-style-type: none"> Leading a small group warm-up. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Link skills, techniques and ideas from previous learning and apply them accurately and appropriately. Consistently strike a ball towards a target area <ul style="list-style-type: none"> Directing the ball away from fielders, using different angles and speeds. Exploring a variety of shots to score runs. Gauge when to run after hitting the ball. 	

	Year 3	Year 4	Year 5	Year 6
	<p>can make a game more difficult for the opponent.</p> <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Bowl underarm to a set height to a batter. • Bowl at pace underarm to a batter. • Strike the ball, using a chosen bat. <ul style="list-style-type: none"> • Beginning to strike the ball in a direction away from a set field • Throw the ball overarm to a designated area/target. • Catch a ball at various heights and speeds, <ul style="list-style-type: none"> • Gathering a bouncing ball. • Including along the ground from a roll. • Throw and catch with control when under limited pressure. • Judge how far they can run to score points. • Become familiar with and use the rules set, to keep games going without dispute. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Show an awareness of space and use it to support team-mates and cause problems for the opposition. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Describe what is successful in their own and others' play. • Identify parts of their performance that need improvement. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Batting, Fielding • Bowler, Wicket, Keeper, Backstop • Tee, Base 	<ul style="list-style-type: none"> • Bowl underarm to a set height and at pace to a batter, with accuracy. • Strike a ball with intent, <ul style="list-style-type: none"> • Directing the ball in a chosen direction away from a set field. • Consistently catch a ball at various heights and speeds, • Gathering a bouncing ball. <ul style="list-style-type: none"> • Including along the ground from a roll. • Throw the ball overarm to a designated area/target. <ul style="list-style-type: none"> • Returning the ball quickly and accurately back to a designation. • Throw and catch with control when under pressure. • Judge how far they can run to score points, <ul style="list-style-type: none"> • Running at pace between bases. • Become familiar with and use the rules set, to keep games going without dispute. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Show an awareness of space and use it to support team-mates and cause problems for the opposition, <ul style="list-style-type: none"> • Making it harder for the batter. • Choose and use batting or throwing skills to make the game hard for their opponents. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Describe what is successful in their own and others' play, <ul style="list-style-type: none"> • Using the comparison to improve their work. 	<ul style="list-style-type: none"> • Use different ways of bowling, <ul style="list-style-type: none"> • Using underarm accurately, or varying the bowl to use overarm if appropriate. • Consistently catch the ball at various heights and speeds, <ul style="list-style-type: none"> • Gathering a bouncing ball, • Moving to gather a ball travelling low to the ground. • Throwing the ball overarm accurately to a designated area/target. • Returning the ball quickly to the bowler/keeper. • Sustain a game, using more complex rules. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Make a team plan and communicate it to others; <ul style="list-style-type: none"> • Establishing their tactics, and evaluating these as the game progresses. • Plan to outwit the opposition individually, as a pair or as a team • Choose and use different formations to suit the needs of the game. • Lead others in a game situation, and officiate. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Recognise and describe the best points in an individual's and a team's performance. • Identify aspects of their own and others' performances that need improvement, and suggest how to improve them. <ul style="list-style-type: none"> • Using ICT to record and explore performance. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Stance • Intercepting • Tactics, Outwit, Deception • Fitness • Pitch 	

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Boundary • Innings • Rounder • Score 	<ul style="list-style-type: none"> • Identify parts of their performance that need improvement. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Batting, Fielding • Bowler, Wicket, Keeper, Backstop • Tee, Base • Boundary • Innings • Rounder • Score <p>VOCABULARY IN LINE WITH YEAR 3 EXPECTATIONS</p>		
Net and Wall	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know the demands that specific activities make on their bodies. • Explain why it is important to warm-up and cool-down. <ul style="list-style-type: none"> • Beginning to suggest ideas to help support a good warm-up. • Recognising and describing what happens to their breathing and heart when they play games. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Strike the ball into a set area, <ul style="list-style-type: none"> • Using a target or opponent. • Strike a fast moving ball into a set area, <ul style="list-style-type: none"> • Also returning a bouncing ball into a set area. • Changing the direction of the return into set targets, varying the speed to change distance. • Play games using a racket, getting their body into good 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know the demands that specific activities make on their bodies. • Know the importance of warming up, <ul style="list-style-type: none"> • Beginning to suggest ideas to help support a good warm-up. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Perform the basic skills needed for the games with control and consistency. • Strike the ball into a set area with increasing accuracy. <ul style="list-style-type: none"> • Using a target or opponent. • Strike a fast moving ball into a set area, <ul style="list-style-type: none"> • Also returning a bouncing ball into a set area, and beginning to return a ball on the volley, where appropriate. • Changing the direction of the return into set targets, varying the speed to change distance. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know why warming up is important to help them play better. • Know the types of exercise they should concentrate on, eg speed and flexibility. • Know what they are successful at and what they need to practise • More. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Give good explanations of how warm-up activities affect the body. • Link skills, techniques and ideas and apply them accurately and appropriately. • Use the correct technique to serve and begin a game. • Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. • Direct the ball reasonably well towards their opponent's court or target area. <ul style="list-style-type: none"> • Spot the spaces in their opponent's court and try to hit the ball towards them. • Show good backswing, follow through and feet positioning. <ul style="list-style-type: none"> • Positioning themselves well on court. • Hit the ball with purpose, varying the speed, height and direction • Explain what they are trying to do and why it is a good idea. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Use deception make things difficult for their opponent by directing the ball to space, at different speeds and heights. <ul style="list-style-type: none"> • Using knowledge of basic principles of attack and defence. • Keep and use the rules they are given. 	

	Year 3	Year 4	Year 5	Year 6
	<p>positions and increasingly keeping a rally going using a small range of shots,</p> <ul style="list-style-type: none"> • Beginning games with a direct hit, with progression to serving underarm to an opponent. <ul style="list-style-type: none"> • Develop team skills when playing in doubles against an opponent, <ul style="list-style-type: none"> • Choosing good places to stand when receiving, and give reasons for their choice. • Use the rules and keep games going without disputes. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Describe what is successful in their own and others' play. • Identify parts of their performance that need improvement. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Court, Target, Net • Striking, Hitting • Defending • Making It Difficult For The Opponent, Tactics • Scoring Points 	<ul style="list-style-type: none"> • Play games using a racket, getting their body into good positions and increasingly keeping a rally going using a small range of shots, <ul style="list-style-type: none"> • Serving underarm to an opponent, and progressing to an overarm serve where appropriate. • Develop team skills when playing in doubles against an opponent, <ul style="list-style-type: none"> • Choosing good places to stand when receiving, and give reasons for their choice. • Use the rules and keep games going without disputes. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> • Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights. • Keep and use the rules they are given. <ul style="list-style-type: none"> • Adapting rules to create their own games, and teach this to others <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Describe what is successful in their own and others' play, <ul style="list-style-type: none"> • Using the comparison to improve their work. • Identify parts of their performance that need improvement. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Court, Target, Net • Striking, Hitting • Defending • Making It Difficult For The Opponent, Tactics 	<ul style="list-style-type: none"> • Adapting rules to create their own games, and teach this to others. • Work with others, adapting their play to suit their own and others' strengths. <p>Evaluating Success:</p> <ul style="list-style-type: none"> • Know what they are successful at and what they need to practise • More. • Try things out and ask for help to perform better. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Forehand, Backhand, Volley, Overhead • Rally • Singles, Doubles • Using Width, Using Depth, Changing Direction, Changing Speed • Short Tennis, Badminton • Defending Court, Covering Court And Partner 	

	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> Scoring Points <p>VOCABULARY IN LINE WITH YEAR 3 EXPECTATIONS</p>		
Athletics	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know, measure and describe the short-term effects of exercise on the body. Describe how the body reacts to different types of activity. <ul style="list-style-type: none"> Knowing that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. Recording that their body works differently in different types of challenge and event. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Carry out stretching and warm-up activities safely. Run consistently and smoothly at different speeds, <ul style="list-style-type: none"> Developing a running stride when running a flat sprint, improving reaction time. Running a spring using hurdles, of varying height. Begin to run lengthier distances. Demonstrate different combinations of jumps, showing control, coordination and consistency. <ul style="list-style-type: none"> Choosing different styles of jumping, including from 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know, measure and describe the short-term effects of exercise on the body. Describe how the body reacts to different types of activity. <ul style="list-style-type: none"> Knowing that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. Recording that their body works differently in different types of challenge and event. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Run consistently and smoothly at different speeds, <ul style="list-style-type: none"> Developing a running stride when running a flat sprint. Running a spring using hurdles, of varying height. Run lengthier distance, including 200m/400m. Demonstrate different combinations of jumps, showing control, coordination and consistency. <ul style="list-style-type: none"> Choosing different styles of jumping, including from a standing position or running. Use of the arms and body shape to increase 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Explain how warming up can affect their performance. Say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity. <ul style="list-style-type: none"> Knowing how to sustain their pace over longer distances. Create their own warm up and explain how it is organised, Leading a small group warm-up. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Independently organise in small groups safely, and take turns and different roles. Sustain their pace over longer distances, eg sprint for seven seconds, run for one minute, for up to 400m. <ul style="list-style-type: none"> Developing strategies for running on a bend. Developing a stride pattern and foot placement. Explore strategies, and understand how the body may change, for a 1km race. Know and understand the basic principles of relay take-overs. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Explain how warming up can affect their performance. Say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity. <ul style="list-style-type: none"> Knowing how to sustain their pace over longer distances. Create their own warm up and explain how it is organised, <ul style="list-style-type: none"> Leading a small group warm-up. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Perform a range of warm-up activities. Sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes, for up to 800m. <ul style="list-style-type: none"> Developing a stride pattern and foot placement when jumping for distance Run a spring using hurdles, with increasing heights. Effectively taking part in a relay race. Run at a moderate pace up to 1km. Perform a range of jumps showing power, control and

Year 3	Year 4	Year 5	Year 6
<p>a standing position or running.</p> <ul style="list-style-type: none"> Developing the use of the arms and body shape to increase distance and height of jumps. Throw a range of implements into a target area with consistency, accuracy and coordination, into more difficult targets set at different distances, <ul style="list-style-type: none"> Including beanbags, javelins or heavy balls. Choosing the best way of throwing to succeed. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Pace their efforts well in different types of event in order to keep going steadily and maintain the quality of their performance. <ul style="list-style-type: none"> Taking part in a relay, remembering when to move and what to do. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Talk about what is different between what they did and what someone else did. <ul style="list-style-type: none"> Discussing the quality of what has been seen. Recognise and say how they could improve, <ul style="list-style-type: none"> Beginning to use feedback from the teacher, our other children. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Sprint, Jog Pace, E.g. Steady, Fast, Medium, Slow Throwing Action, E.g. Sling, Push, Pull Power 	<p>distance and height of jumps, recording personal best.</p> <ul style="list-style-type: none"> Throw a range of implements into a target area with consistency, accuracy and coordination, into more difficult targets set at different distances, <ul style="list-style-type: none"> Including the discus, javelin or shot put.. Choosing the best way of throwing to succeed. Maximise the distance a tennis ball can be thrown. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Pace their efforts well in different types of event in order to keep going steadily and maintain the quality of their performance. <ul style="list-style-type: none"> Taking part in a relay, remembering when to move and what to do. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Know and explain the tactics and skills that they are confident with and use well in games that need improving. Exploring different ways of practising these tactics and skills. Describe the help they need to improve their play; <ul style="list-style-type: none"> Exploring peer feedback and coaching. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Sprint, Jog Pace, E.g. Steady, Fast, Medium, Slow Throwing Action, E.g. Sling, Push, Pull Power 	<ul style="list-style-type: none"> Run a relay using a baton, remembering when to move and what to do. Demonstrate a range of jumps showing power and control and consistency at both take-off and landing <ul style="list-style-type: none"> Develop a stride pattern and foot placement when jumping for distance. Perform a range of jumps showing power, control and consistency at both take-off and landing, <ul style="list-style-type: none"> Choosing different styles of jumping, including from a standing position or running start. Use of the arms and body shape to increase distance and height of jumps, recording personal best. Throw with greater control, accuracy and efficiency, <ul style="list-style-type: none"> Throw a range of implements into a target area with consistency, accuracy and coordination, into more difficult targets set at different distances. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Choose appropriate techniques for specific events. <p>Evaluating Success:</p> <ul style="list-style-type: none"> In person, or using ICT watch a partner's athletic performance and identify the main strengths. <ul style="list-style-type: none"> Identifying parts of the performance that need to be practised and refined, 	<p>consistency at both take-off and landing,</p> <ul style="list-style-type: none"> Choosing different styles of jumping, including from a standing position or running start. Use of the arms and body shape to increase distance and height of jumps, recording personal best. Throw with greater control, accuracy and efficiency, <ul style="list-style-type: none"> Throw a range of implements into a target area with consistency, accuracy and coordination, into more difficult targets set at different distances, Including the discus, javelin or shot put, using the correct technique where appropriate. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Develop strategies for a 1km race, or running a 2km distance. <ul style="list-style-type: none"> Improve times for running over 1km, where appropriate. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement, and suggest how to improve them. <ul style="list-style-type: none"> Using ICT to record and explore performance <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Race

	Year 3	Year 4	Year 5	Year 6	
	<ul style="list-style-type: none"> Stamina, Speed Safety Relay Time, Measure, Record Vocabulary Associated With Specific Equipment Used: Javelin, Shotput, Discuss, Hurdle 	<ul style="list-style-type: none"> Stamina, Speed Safety Relay Time, Measure, Record Vocabulary Associated With Specific Equipment Used: Javelin, Shotput, Discuss, Hurdle <p>VOCABULARY IN LINE WITH YEAR 3 EXPECTATIONS</p>	<p>and suggest improvements.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Race Run-Up Position Of Feet On Last Stride Pacing, Stamina Strength And Speed = Power Suppleness Safety And Rules Relay Take-Over Area Time, Measure Record, Set Targets 	<ul style="list-style-type: none"> Run-Up Position Of Feet On Last Stride Pacing, Stamina Strength And Speed = Power Suppleness Safety And Rules Relay Take-Over Area Time, Measure Record, Set Targets <p>VOCABULARY IN LINE WITH YEAR 5 EXPECTATIONS</p>	
Swimming	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Describe how the temperature of the water affects their bodies. Explain what they do to feel warmer in the water. <ul style="list-style-type: none"> And recognize that being active is fun and good. Know and explain the rules and routines that keep them safe near water. Know take care of themselves and are aware of others in and around the swimming pool. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Copy and describe what they see in short demonstrations. Enter the water carefully, as taught; <ul style="list-style-type: none"> And climb out of the pool, without using the steps unaided. Move around and across the pool, eg: walking, running, hopping, <ul style="list-style-type: none"> With swimming aids and support. Move on and below the surface, showing confidence and enjoyment in the water. Begin to swim short distances of between 5 and 20 metres, using aids, and later without them. Talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land. Use different arm and leg actions to propel themselves through the water, at first upright and then horizontal, using swimming aids and support. <ul style="list-style-type: none"> Improving the control and coordination of their bodies in water. Stretch out and keep afloat on the surface, using a number of body shapes. 		<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Describe why swimming helps them to be fit and healthy. Explain why their body reacts differently to swimming different distances and times. <ul style="list-style-type: none"> Know and describe the short-term effects of exercise on the body, and how it reacts to different types of activity. Describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Realise that smooth swimming demands concentration and good control of arms, legs and breathing. Swim on their front and back, using arm and leg actions together with smooth coordination. Control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke Use personal survival techniques, including floating, sculling and surface diving Swim for more than 45 seconds and further than 50 metres. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Use a variety of strokes and personal survival skills to suit the needs of a task. Plan how to meet set challenges on their own and in groups. Recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully. 		

Year 3	Year 4	Year 5	Year 6
	<p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Remember, repeat and link their actions. Use skills, actions and ideas individually and in combination Gradually coordinate basic actions, to remain balanced and in control. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Use actions and words to explain what they and others do in the pool. To watch, copy and describe what they and others have done, and to use the information to improve their work. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Walk, Hop, Skip, Run Push And Pull With The Arms Kick With The Legs Lie On Front And Back Armbands, Floats, Support Breathe Under Water In Water, On Water 	<p>Evaluating Success:</p> <ul style="list-style-type: none"> Use a range of language to describe what they see and give concise explanations of what they do well. Identify aspects of their work that need improvement and suggest ways to practice. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Front Crawl, Back Crawl Breaststroke Float, Scull Surface Diving Pull, Push, Kick Lie Flat, Streamlined Breathe Turning 	

St Mark's CE Primary School

Progression in to Year 7

National Curriculum

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

	Dance	Gymnastics	Games	Athletics
Year 7	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand the importance of warming up and cooling down Recognise that different dance activities make different demands on the body in terms of strength, suppleness and stamina To recognise that different dance activities require different kinds of preparation and recovery To understand the different physical demands of different dance activities <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Show an awareness of the music's rhythm and phrasing when improvising To recognise and describe characteristics of chosen dance styles, showing an awareness of their historical, social and cultural contexts <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Perform dance steps and action patterns in response to a range of dance styles <ul style="list-style-type: none"> Perform movement patterns effectively with a partner Create motifs that show a dance idea Choose and develop material to create dances 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Explain the importance of preparing the body for gymnastic activities Explain how strength, power and flexibility are important for good quality work and control Identify the parts of the body that work hardest, and choose safe exercises to prepare these for work <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Know that changing and varying the speed, direction and level of their sequence affects the way it looks and increases its interest for the audience <ul style="list-style-type: none"> Use some of these ideas when designing and performing their sequences The basic principles of preparing for activity How performance and safety are improved when preparation is carried out properly <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Perform single actions and balances with control, showing tension and extension Move into and out of these actions and balances fluently, showing good weight transfer Link actions and balances together and show good 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Identify the types of fitness and preparation that are most important to the games Recognise that speed, strength and flexibility are important in games Recognise which parts of the body need most preparation <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> How performance and safety are improved when preparation is carried out properly Use basic principles of play when selecting and applying tactics for defending and attacking Identify and recognise similarities in the principles of attack and defence in the different types of game Evaluate their own and others' strengths and weaknesses in the different games <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Demonstrate and use an increasing range of skills in their practices and the games <ul style="list-style-type: none"> Use these skills with confidence, control and accuracy Show awareness of which skills relate to different parts of a 	<p>Sticky Knowledge:</p> <p>NC Knowledge or skills:</p> <p>Applying and Linking Skills:</p> <p>Evaluating Success:</p> <p>Key Vocabulary:</p>

- Understand the patterns and forms in specific dance styles
- Perform with sensitivity to the accompaniment, showing awareness of style

Evaluating Success:

- Use appropriate language to describe, interpret and evaluate their own and others' work
- Describe the basic characteristics of dance styles and show an understanding of their social, historical and cultural contexts
- Suggest ideas to improve technique and composition

Key Vocabulary:

- Social dance crazes
- Style
- High energy, fast footwork
- Contact work, lean, push, pull, lift
- Unison, canon
- Dance-craze terminology, eg Lindy Hop, scarecrow, frog
- Stamina

- timing when working with others
- Use a variety of ways to be inverted

Evaluating Success:

- Know what to look out for when observing actions, phrases and sequences
- Describe what they see or do, using appropriate terminology
- Recognise strengths in technique and in composition
- Identify these strengths to others and pick out areas that they need to improve

Key Vocabulary:

- Towards and away
- Near and far
- To and from
- Timing
- Relationships between partners, eg mirrored, canon, unison,
- synchronised
- Flight

game, or to different roles in a game

- Use common skills effectively in different types of game, adapting their technique and style to suit the needs of the game
- Recognise, find and use space well in the games
- Change speed in attack and know what to do to score points in the games
- Plan as a team and organise themselves into different roles, choosing and using skills and tactics that affect the games positively
- Defend effectively, slowing games down and making it hard to find space

Evaluating Success:

- Identify how they and others are more or less effective in different parts of games, and use this information to decide what they need to practice
- Know how to make the most of their own strengths in the games

Key Vocabulary:

- Principles of attack and defence
- Finding and using space, changing speed, being direct
- Marking, covering, delaying

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|--|--|--|--|--|
| | | | <ul style="list-style-type: none">• Moving feet, watching the ball, following through• Warming up, cooling down• Collecting and analysing data | |
|--|--|--|--|--|