

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Team Games	<p>Enjoy starting to kick, throw and catch balls.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Start taking part in some group activities which they make up for themselves, or in teams. Show a preference for a dominant hand.</p>	<p>Hit a ball with a bat or racquet.</p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p>Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (provide a range of different sized 'balls' made from materials like socks, paper bags and jumpers that are softer and slower than real balls). Introduce full-sized balls when children are confident to engage with them). Introduce children to ball games with teams, rules and</p>	<p>Use hitting skills in a game. Practise basic striking, sending and receiving.</p> <p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching</p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p> <p>Pass the ball to another player in a game. Use kicking skills in a game.</p> <p>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p>Begin to use the</p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p>Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving. Use kicking skills in a game. Use</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down.</p> <p>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p> <p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control.</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball</p> <p>Develop different ways of throwing and catching</p> <p>Move with the ball using a range of techniques showing</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p> <p>Use a variety of ways to dribble in a game with success. Use ball</p>	<p>Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p> <p>Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>

		<p>targets when they have consolidated their ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Kick an object at a target.</p> <p>Play a range of chasing games.</p> <p>Follow simple rules</p> <p>Control my body when performing a sequence of movements. Participate in simple games.</p>	<p>terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender</p> <p>Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p>	<p>dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p>Perform sequences of their own composition with</p>	<p>Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates</p> <p>Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p>	<p>control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics they use in a game. Adapt rules to alter games</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of</p>	<p>skills in various ways, and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space</p> <p>Choose the best tactics for attacking and defending. Shoot in a game Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.</p> <p>Consistently perform and apply skills and techniques with accuracy and control. Take part</p>	<p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space</p> <p>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others</p>
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				<p>coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>competitive games and activities.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>in competitive games with a strong understanding of tactics and composition.</p> <p>Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>during a game.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
Dance	Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.	Watch and talk about performance art, expressing their feelings and responses, (EAD). (Offer opportunities for children to go to a	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner

	<p>Model the vocab. gallop, slither and encourage children to use it. Also model the vocabulary of instruction: follow, lead, copy and encourage children to use it.</p> <p>Use largemuscle movements to wave flags and streamers, paint and make marks. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>live performance, such as a pantomime, play, music or dance performance).</p> <p>Explore and engage in music making and dance, performing solo or in groups, (EAD). (Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their one dance moves, using some of the steps and techniques they have learnt).</p> <p>Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Create collaboratively, sharing ideas,</p>	<p>choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>choreographic devices such as unison, canon and mirroring.</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.</p> <p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space.</p> <p>Perform longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.</p> <p>Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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resources and skills.

Control my body when performing a sequence of movements.
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. Combine different movements with ease and fluency.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Explore and engage in music making and dance, performing solo or in groups.

Talk about what they have done.
Talk about what others have done.
Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their

		feelings and responses .						
Health and Fitness	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. E. g. Children might 1st learn to hammer pegs. Then they may be ready to learn how to use hammers and nails at the woodwork bench).</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting. E.g. They decide whether to crawl, walk or run across a plank, depending on its length and width. (E.g. Extend to larger areas, such as parks and</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping , skipping climbing Model precise vocabulary to describe movement and directionality, and encourage children to use it.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Provide opportunities for children to: spin, rock, tilt, fall, slide and bounce).</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table</p>	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

	<p>spaces in the local area, or through Forest or Beach school).</p> <p>Choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>or sitting on the floor.</p> <p>Combine different movements with ease and fluency. (E.g. obstacle courses that demand a range of movements to complete, e.g. crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion).</p> <p>Provide opportunities to move that require quick changes of speed and direction.</p> <p>Give children experience of carrying things up and down on different levels, (slopes, hills and steps).</p> <p>Provide a choice of open-ended materials to play with that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing,</p>						
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		<p>pulling, constructing, stacking and climbing.</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. E.g. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts. Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>						
Gymnastics	Go up steps and stairs, or climb up apparatus, using alternate feet. Collaborate with others to manage	Create a short sequence of movements. Roll in different ways with control. Travel in different	Create and perform a movement sequence. Copy actions and movement	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a	Choose ideas to compose a movement sequence independently and with others. Link	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their	Select ideas to compose specific sequences of movements, shapes and balances. Adapt	Create their own complex sequences involving the full range of actions and movements: travelling,

	<p>large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Revise and refine the fundamental movement skills they have already acquired: -rolling -running -crawling -hopping -walking -skipping -jumping -climbing</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Encourage precision and accuracy when beginning and ending movements.</p> <p>Allow children to conclude movements in balance and stillness.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll.</p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled).</p> <p>Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle.</p> <p>Straight jump Tuck jump Jumping jack Half turn jump Cat spring.</p> <p>Straight jump off springboard.</p>	<p>sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.</p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll.</p> <p>Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle.</p> <p>Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard.</p> <p>Bunny hop Front support</p>	<p>combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.</p> <p>Crouched forward roll Forward roll from standing Tucked backward roll.</p> <p>Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half - turn Cat leap.</p>	<p>sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p> <p>Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p>	<p>their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength.</p> <p>Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle</p>	<p>balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p> <p>Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll.</p> <p>Straight jump Tuck jump Jumping jack Star jump Straddle</p>
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		<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (E.g. wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars). Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll.</p>	<p>Bunny hop Front support wheelbarrow with partner.</p> <p>Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half - turn.</p> <p>Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes.</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>wheelbarrow with partner.</p> <p>Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half - turn.</p> <p>Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support.</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off.</p> <p>er T-lever Scissor kick Handstand Lunge into handstand Cartwheel.</p> <p>Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap.</p> <p>Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.</p>	<p>Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half - turn Straight jump full - turn Cat leap Cat leap half -turn.</p> <p>Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off.</p> <p>Lunge into handstand Lunge into cartwheel.</p> <p>Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot.</p> <p>1, 2, 3 and 4 - point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support.</p>	<p>straddle.</p> <p>Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half - turn Straight jump full - turn Cat leap Cat leap full -turn Split leap Stag leap.</p> <p>Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault.</p> <p>Lunge into cartwheel Lunge into round -off Hurdle step into cartwheel Hurdle step into round -off.</p> <p>Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot.</p> <p>1, 2, 3 and 4 - point balances Balances on apparatus Develop</p>
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		<p>Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll.</p> <p>Bunny hop.</p> <p>Tiptoe, step, jump and hop.</p> <p>Standing balances.</p> <p>Control my body when performing a sequence of movements. Participate in simple games. Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Talk about what they have done.</p>			<p>Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Straight jump full turn Cat leap Cat leap half turn Pivot.</p> <p>1, 2, 3 and 4 - point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support.</p> <p>Perform longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on</p>	<p>technique, control and complexity of part - weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support.</p> <p>Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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							their performance	
Athletics		<p>Run in different ways for a variety of purposes.</p> <p>Jump in a range of ways, landing safely.</p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target.</p> <p>Control their body when performing a sequence of movements. Participate in simple games</p>	<p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for</p>	<p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p>Throw with greater control</p>	<p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p>Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p>Perform and apply skills and techniques with control and</p>	<p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Improve techniques for jumping for distance.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the</p>

			<p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power</p> <p>Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p>	<p>distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action</p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance</p> <p>Perform learnt skills with increasing control. Compete against self and others</p>	<p>and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p> <p>Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>accuracy. Take part in a range of competitive games and activities.</p>	<p>Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take - off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p>Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop</p>	<p>triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy</p> <p>Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and</p>
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							<p>techniques to throw for increased distance.</p> <p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition</p>	<p>with precision. Take part in competitive games with a strong understanding of tactics and composition</p>
Swimming					<p>KS2 Year Groups swim for one term in Y3 and Y4. Children who still haven't met the standards swim in smaller groups in Y5 and Y6 for swimming catch up. Pupils should be taught to:</p> <p>*Swim competently, confidently and proficiently over a distance of at least 25m</p> <p>*Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>*Perform safe self-rescue in different water-based situations</p>			
Outdoor adventurous activities					<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Orientate themselves with accuracy around a short trail. Create a short trail for</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under</p>

		<p>Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Communicate with others.</p>	<p>others with a physical challenge. Start to recognise features of an orienteering course.</p> <p>Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.</p> <p>Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.</p> <p>Communicate clearly with others. Work as part of a team. Begin to use a map to complete an</p>	<p>course. Design an orienteering course that can be followed and offers some challenges to others. Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities</p> <p>Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course</p>	<p>pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.</p> <p>Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.</p> <p>Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.</p>
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