# Dance

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| **Reception** | **Year 1** | **Year 2** | **End of KS expectations** |
| Move to music.  Copy dance moves.  Perform some dance moves.  Move around the space safely. | Copy dance moves.  Make up a short dance, after watching one.  Dance imaginatively.  Change rhythm, speed, level and direction. | Change rhythm, speed, level and direction with consistency.  Dance with control and co-ordination. Make a sequence by linking sections together.  Link some movement to show a mood or feeling. | Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements  Create and perform dances using simple movement patterns, including those from different times and cultures  Express and communicate ideas and feelings |

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| **Year 3** | **Year 4** | **Year 5** | **Year 6** | **End of KS expectations** |
| Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions  Respond to music to express a variety of moods & feelings | Respond imaginatively to stimuli related to character/music/story Perform clear & fluent  dances that show sensitivity to idea/stimuli  Make up dance within a small group | Show/fluency/control in chosen dances in response  to stimuli  Perform fluent dances with characteristics of different styles/eras Adapt & refine (in pair/group), dances that vary direction, space & rhythm | Create & perform dances in a variety of styles consistently  Be aware of & use musical structure, rhythm & mood & can dance accordingly  Use appropriate criteria & terminology to evaluate performances | Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures  Respond to a range of stimuli and  accompaniment  Through dance, develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns |

**Gymnastics**

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| Reception | | | Year 1 | | Year 2 | | End of KS expectations | |
| Make body tense, relaxed, curled and stretched.  Balance on small/large body parts & understand stillness Make large and small body shapes  Climb & hang from apparatus Perform basic travelling actions on various body parts  Perform a roll and basic jumps | | | Make body tense, relaxed, curled and stretched, showing some tension. Begin to work on alone/with someone to make a sequence of shapes/travels Climb safely, showing some shapes and balances when climbing.  Keep balance travelling in a range of ways along bench, spots, mat etc Roll in stretched/curled positions e.g.  ‘log’ and ‘egg rolls’  Jump and land safely | | Make body tense, relaxed, curled and stretched, in a range of movements.  Perform a sequence with changes in speed & direction including  3 different actions *(sometimes giving advice to others)* Be still on single/two + points of contact on floor/apparatus showing tension & control  Link known shape/travel/roll/jump to a balance using floor & on apparatus  Jump/land with control using different body shapes in flight | | Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. | |
| Year 3 | Year 4 | | Year 5 | | Year 6 | | End of KS expectations | |
| Use a greater number of own ideas for movement in response to a task. Combine arm actions with skips/leaps/steps/jumps & spins in travel  Perform basic core gymnastic skills i.e. roll, balance, travel Know principles of balance and apply them on floor & apparatus | Share ideas and give positive criticism/advice to self & others. Create & perform matching/mirroring sequences explaining how it could be  improved  Perform at least 3 different rolls (shoulder, forward, back) with some control  Link a roll with travel and balance using floor and apparatus with good body control | | Combine own work with that of others, identifying strengths & weaknesses.  Include change of speed, direction and shape in movements.  Follow a set of ‘rules’ to produce a sequence, possibly made by peers. Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc. | | Select a suitable routine to perform to different audiences, bearing in mind ***who*** the audience is.  Transfer sequence above onto suitably arranged apparatus & floor  Perform 6-8-part floor sequence as individual, pair & small group  Demonstrate 3 paired or group balances in sequence using various skills/actions | | Pupils should be taught to  develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics | |

**Invasion Games**

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| Reception | Year 1 | Year 2 | End of KS expectations |
| Send & receive a ball by rolling  from hand & striking with foot    Aim and throw object underarm    Catch balloon/bean bag/scarf & a bouncing ball    Move and stop safely in a specific area    Play a passing & target game alone and with a partner    Play simple 1v1 or 2v2 invasion  games | Throw underarm, bounce & catch ball by self & with partner    Kick/stop a ball using a confident foot while static    Run straight and on a curve and sidestep with correct technique    Begin to follow some simple rules    Strike a ball successfully with a stick    Apply a tactic in a 1v1 or 2v2 setting    Play a small sided invasion game | Perform some dribbling skills with hands and feet using space    Pass a ball accurately (hands & feet) over longer distances to a team mate    Combine stopping, pick up/collect & send a ball accurately to other players    Make simple decisions about when /where to move in game to receive a ball    Apply a tactic in a 3v1 game.    Engage in simple, competitive and co-operative games. | Pupils should participate in team games, developing simple tactics for attacking and defending. |

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|  |  | **Netball** |  |  |
| Year 3 | Year 4 | Year 5 | Year 6 | End of KS expectations |
| Make a series of passes to team mates moving towards a scoring area.    Know the correct technique and show some signs of using a chest pass and shoulder pass.    Know where space is and try to move into it.    Mark another player and defend when needed.    Change direction easily.    Develop simple attack/defensive skills in 3v1, 4v2, 3v3 games. | Use a chest pass and shoulder pass to support team in scoring.    Make decisions regarding which is the best type of pass to use.    Begin to use a bounce pass, which only bounces once.    Identify space to move into and show a clear target to receive a pass.    Mark another player and begin to attempt interceptions.    Know where positions are allowed on a court.    Play competitive 3v3 or 4v4 games. | Use all three passes (chest, shoulder & bounce) correctly.    Use a range of speeds within a game to support a team in scoring.    Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.    Lose a defender to receive a pass.    Defend a player and make some successful interceptions (snatch & catch) when playing as a team.    Play competitive 4v4 matches with basic netball rules.    Know consequences of breaking game rules. | Know which pass is best to use and when in a game.    Use a range of square & straight passes to change direction of the ball.    Use landing foot to change direction to lose a defender.    Draw defender away to create space for self or team.    Position body to defend effectively, making successful interceptions.    Apply tactics to outwit opponents successfully.    Identify ways to improve their individual and team performance. | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

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|  |  | **Football** |  |  |
| Year 3 | Year 4 | Year 5 | Year 6 | End of KS expectations |
| Begin to dribble a ball making small touches    Begin to send a football to someone on team.    Keep a ball under control.    Know where space is and try to move into it.    Mark another player and defend when needed.    Know basic rules of a small sided game.    Play competitive games 2v2 | Dribble with small touches into space.    Send a football to someone on the team, using different parts of foot.    Keep a ball under control when receiving a range of passes from team.    Understand where the space is and can move into it.    Mark another player and begin to attempt interceptions.    Play small sided competitive games. | Dribble making small touches into space with speed.    Send a football to someone on the team, using different parts of foot accurately.    Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).    See space, and use it effectively.    Lose a defender to receive a pass.    Defend a player and make some successful interceptions for team.    Play competitive games and successfully include rules. | Dribble making small touches into space with speed, to beat defenders.    Make decisions regarding how and when to send a football to someone in team.    Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.    Know how space changes within a game and when and how to move into changing spaces.    Draw defender away to create space.    Position body to defend effectively, making successful interceptions. | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

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|  |  | **Tag Rugby** |  |  |
| Year 3 | Year 4 | Year 5 | Year 6 | End of KS expectations |
| Move holding a rugby ball with  2 hands    Know where to score a try and how to position the ball to score a try    Move into spaces to avoid defenders    Make a backward pass to team mates, using the direction most comfortable    Know to tag team mates when  to defend    Play small sided competitive  games | Move with speed (and change of)  with the ball and without    Use speed and space to avoid  defenders    Pass backwards and in both directions and sometimes on the  move    Tag the person who has the ball, but can mark a player who doesn’t  have the ball    Begin to make a high pop pass to avoid a defender    Play small sided competitive games    Understand basic rules of competition | Be able to evade and tag opponents.    Be able to pass and receive a pass at speed.    Be able to pass and receive a pass at speed in a game situation.    Refine attacking and defending skills.  Develop tactics as a team.    Apply learned skills in a game of tag rugby.    Catch the ball with confidence | Be able to evade and tag opponents.    Running at speed, changing direction at speed.    Play effectively in attack and defence  Score points against opposition, as a team  Support player with the ball  Play small sided competitive games | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending. |

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| **Hockey** | | |  |  |
| Year 3 | Year 4 | Year 5 | Year 6 | End of KS expectations |
| Begin to show how to hold a hockey stick and which side to use.    Use a simple push pass to another team mate.    Dribble the ball keeping it close to me using the correct side of stick.    Show some signs of an approaching a player to tackle and cause pressure.    Begin to attempt to score a goal from anywhere.    Play small sided competitive  games | Sometimes change direction of travel by rotating and turning stick to support this.    Use a push pass to make a direct pass.    Begin to use a slap pass (bringing stick back and causing more power).    Use speed to dribble the ball into space.    Maintain defence and keep the pressure until possession is gained.    Attempt to score inside a designated scoring area.    Play small sided competitive games    Follow basic rules of competition | Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.    Choose between the two passes (push/slap) and explain simply why.    Make a direct pass while dribbling.    Begin to use stick to mark a player from the side line causing them difficulty.    Successfully score while in the scoring area.    Play small sided competitive games | Use speed, changing of direction and indian dribbling to advance towards team’s goal.    Use a range of passes knowing which one depending on the distance of the pass.    Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).    Know when to defend and what defence skills could be used.    Seize an opportunity to score, sometimes quite quickly.    Play small sided competitive  games    Pass a moving ball | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

**Striking and Fielding Games**

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| Reception | Year 1 | Year 2 | End of KS expectations |
| Aim & throw object underarm    Catch balloon/bean bag/scarf & sometimes a bouncing ball    Use hand to strike a bean bag or ball and move towards a scoring area    Begin to use a bat to hit a ball or  bean bag    Play a simple game involving striking and fielding | Show some different ways of hitting,  throwing and striking a ball    Hit a ball or bean bag and move quickly to score a range of points (further  distance scores more points)    Play as a fielder and get the ball back  to a STOP ZONE    Begin to follow some simple rules  (carrying the bat, not over taking  someone) | Send a ball off a tee using a bat or a racket    Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops    Stop moving when the ‘bowler’ has the ball    Play as a fielder and pass the ball back to the bowler to make the runner stop    Follow rules for a game (carry the bat, don’t overtake, run around the outside of the hula hoops)  Play competitively to score points. | Pupils should participate in team games, developing simple tactics for attacking and defending. |

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|  |  | **Cricket** |  |  |
| Year 3 | Year 4 | Year 5 | Year 6 | End of KS expectations |
| Throw and catch under pressure.    Use fielding skills to stop the ball effectively.    Learn batting control.    Learn the role of wicket  keeper    Play in a tournament and work as team, using tactics in order to beat another team.    Play in a tournament and work as team, using  tactics in order to beat another  team    Know when to use an underarm or overarm throw. | To develop the range of Cricket  skills they can apply in a competitive context  To choose and use a range of  simple tactics in isolation and in a game context  To consolidate existing skills and apply with consistency  To develop fielding skills e.g. which stump, where to hit. | To link together a range of skills and use in combination  To collaborate as a team to choose, use and adapt rules in games  To recognise how some aspects of fitness apply to cricket e.g. power,  flexibility and cardiovascular endurance  Play small sided competitive games | To apply with consistency standard cricket rules in a  variety of different styles of  games  To attempt a small range of recognised shots in isolation and in competitive scenarios  To use a range of tactics for attacking and defending in role of bowler, batter and fielder | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

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|  |  | **Rounders** |  |  |
| Year 3 | Year 4 | Year 5 | Year 6 | End of KS expectations |
| Be able to play simple rounders games  Apply some rules to games  Develop and use simple rounders skills    Use a forehanded batting technique  Field the ball back to the post or bowler    Bowl accurately | Develop the range of rounders skills that can apply in a competitive context  Choose and use a range of simple tactics in isolation and in a game context  Identify different positions in rounders and the roles of those positions | Link together a range of skills and use in combination.  Collaborate as a team to choose, use and adapt rules in games.  Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance  Throw and catch under pressure.    Use fielding skills to stop the ball effectively.    Learn batting control.    Learn the role of backstop.    Play in a tournament and work as team, using tactics in order to beat another team.    Play in a tournament and work as team, using  tactics in order to beat another team | Apply consistently rounders rules in conditioned games  Play small sided games using standard rounders pitch layout  Use a range of tactics for attacking and defending in role of bowler, batter and fielder | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

**Net and Wall Games**

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|  |  | **Tennis** |  |  |
| Year 3 | Year 4 | Year 5 | Year 6 | End of KS expectations |
| Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)    Tap the ball back and forth to partner    Stand in a ready position  holding racquet correctly    Change from a ready position before tapping the ball to a partner    Begin to know what it means  by a forehand and backhand  position    Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce  if needed | Tap the ball back and forth to a  partner over a small space    Begin to tap a ball over a net allowing for a bounce, hit technique    Move from a ready position into a forehand position/backhand  position quickly    Bring racquet to meet the ball for a forehand and backhand hit    Know to use two hands for an effective backhand    Move racquet in a low to high  swing for an effective tap    Serve the ball straight from hands to racquet making sure it lands ‘in’ on the other side | Tap the ball using either a fore  hand or back hand motion    Move towards the ball from ‘ready’ position choosing either forehand or  backhand depending on where the ball is    Set racquet back in its ready  position quickly upon recovery    Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit    Serve the ball correctly beginning to purposely aim for space to score | Turn and run to the ball getting into a forehand or backhand  position en route    Use ‘move-hit-recover’ approach within a game showing facing forward on recovery    Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).    Use the correct swing technique and control with smooth swings keeping the path of the racquet  the same    Serve the ball accurately making team mates have to move to  send it back | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

**Athletics**

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| Reception | Year 1 | Year 2 | End of KS expectations |
|  | Use varying speeds when running.  Explore footwork patterns.  Explore arm mobility.  Explore different methods of throwing.  Practise short distance running. | Run with agility and confidence.  Learn the best jumping techniques for distance.  Throw different objects in a variety of ways.  Hurdle an obstacle and maintain effective running style.  Run for distance.  Complete an obstacle course with control and agility. | Pupils should continue to apply and develop a 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 their own success.    Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. |

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| Year 3 | Year 4 | Year 5 | Year 6 | End of KS expectations |
| Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques.  Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores. | Select and maintain a running pace for different distances.  Practise throwing with power and accuracy.  Throw safely and with understanding.  Demonstrate good running technique in a competitive situation.  Explore different footwork patterns Understand which technique is most effective when jumping for distance.  Utilise all the skills learned in this unit in a competitive situation. | Use correct technique to run at speed.  Develop the ability to run for distance.  Throw with accuracy and power. Identify and apply techniques of relay running.  Explore different footwork patterns.  Understand which technique is most effective when jumping for distance.  Learn how to use skills to improve the distance of a pull throw. Demonstrate good techniques in a competitive situation. | Investigate running styles and changes of speed.  Practise throwing with power and accuracy.  Throw safely and with understanding.  Demonstrate good running technique in a competitive situation.  Explore different footwork patterns.  Understand which technique is most effective when jumping for distance.  Utilise all the skills learned in this unit in a competitive situation. | 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 and evaluate their own success.    Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. |

**Swimming and Water Safety**

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| Year 3-6 | End of KS expectations |
| To develop basic pool safety skills and confidence in water.    To develop travel in vertical or horizontal position and introduce floats.    To develop push and glides, any kick action on front and back with or without support aids.    To develop entry and exit, travel further, float and submerge.    To develop balance, link activities and travel further on whole stroke.    To show breath control.    Introduction to deeper water.    Treading water | Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m.    To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke)    Perform safe self-rescue in different water-based situations. |