



	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 performance with previous ones and demonstrate improvement to achieve their personal best 	
Games	<p><i>For instance:</i></p> <p><i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i></p> <p><i>Work co-operatively in teams</i></p>	<p><i>For instance:</i></p> <p><i>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games</i></p> <p><i>Apply basic principles of attacking and defending</i></p> <p><i>Develop an understanding of fair play (respect team-mates and opponents)</i></p>	<p><i>For instance:</i></p> <p><i>Develop techniques of a variety of skills to maximise team effectiveness</i></p> <p><i>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</i></p> <p><i>Use tactics when attacking or defending</i></p> <p><i>Apply rules of fair play to competitive games</i></p>

	Year 1/2	Year 3/4	Year 5/6
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Athletics	Running	<p><i>For instance:</i></p> <p>Run for 1 minute</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p> <p>Describe different ways of running</p>	<p><i>For instance:</i></p> <p>Run smoothly at different speeds</p> <p>Choose different styles of running of different distances</p> <p>Pace and sustain their effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Carry out stretching and warm-up safely</p> <p>Set realistic targets of times to achieve over a short and longer distance (with guidance)</p>	<p><i>For instance:</i></p> <p>Sustain pace over longer distance – 2 minutes</p> <p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Explain how warming up affects performance</p> <p>Explain why athletics can help stamina and strength</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p>
	Jumping	<p><i>For instance:</i></p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Perform combinations of the above</p> <p>Show control at take-off and landing</p> <p>Describe different ways of jumping</p> <p>Explain what is successful or how to improve</p>	<p><i>For instance:</i></p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Set realistic targets when jumping for distance for or height (with guidance)</p>	<p><i>For instance:</i></p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p>

		Year 1/2	Year 3/4	Year 5/6
Athletics	continued	<p><i>For instance:</i></p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p>	<p><i>For instance:</i></p> <p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Set realistic targets when throwing over an increasing distance and</p>	<p><i>For instance:</i></p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>
	Throwing			

			understand that some implements will travel further than others (guidance)	
Dance	Compose	<p>For instance:</p> <p>Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Sequence and remember a short dance</p>	<p>For instance:</p> <p>Create dance phrases/dances to communicate an idea</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/ canon</p> <p>Dynamics (HOW); explore speed, energy</p> <p>Choreographic devices; motif, motif development and repetition</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Link phrases to music</p>	<p>For instance:</p> <p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p>

		Year 1/2	Year 3/4	Year 5/6
Dance	Perform	<p>For instance:</p> <p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions</p> <p>Demonstrate good balance</p> <p>Move in time with music</p> <p>Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p>	<p>For instance:</p> <p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical Skills)</p> <p>Show focus, projection and musicality (Expressive Skills)</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p>	<p>For instance:</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</p> <p>Demonstrate use of space – levels, directions, pathways, size and body shape</p>

Appreciate			<i>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</i>
	<p><i>For instance:</i></p> <p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i></p> <p><i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p>	<p><i>For instance:</i></p> <p><i>Show an awareness of different dance styles and traditions</i></p> <p><i>Understand and use simple dance vocabulary</i></p> <p><i>Understand why safety is important in the studio</i></p> <p><i>Compare and comment on their own and other's work -strengths and areas for improvement</i></p>	<p><i>For instance:</i></p> <p><i>Show an awareness of different dance styles, traditions and aspects of their historical/social context</i></p> <p><i>Understand and use dance vocabulary</i></p> <p><i>Understand why safety is important in the studio</i></p> <p><i>Compare and evaluate their own and others' work</i></p>

		Year 1/2	Year 3/4	Year 5/6
Gymnastics	Sequencing	<p><i>For instance:</i></p> <p><i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i></p> <p><i>Teach sequence to a partner and perform together</i></p>	<p><i>For instance:</i></p> <p><i>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</i></p> <p><i>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</i></p>	<p><i>For instance:</i></p> <p><i>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</i></p> <p><i>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</i></p>

Balance	<p>For instance</p> <p>Stand and sit “like a gymnast”</p> <p>Explore the 5 basic shapes: straight/tucked/star/ straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p>	<p>For instance:</p> <p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)</p> <p>NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p>	<p>For instance:</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p>
	Travel	<p>For instance:</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while</p>	<p>For instance:</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p>

		Year 1/2	Year 3/4	Year 5/6
Gymnastics continued	Balance continued	<p>continued:</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)</p> <p>NB: ensure hands are always flat on floor and fingers point the same way as toes</p>		<p>continued:</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p>
	Travel	<p>For instance:</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while</p>	<p>For instance:</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p>	<p>For instance:</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p> <p>Travel in time with a partner, move away from and back to a partner</p>

Jump	<p>walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p>	<p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p>	
	<p>For instance:</p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p>	<p>For instance:</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Add a quarter or half turn into a jump before landing</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p>	<p>For instance:</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p>

		Year 1/2	Year 3/4	Year 5/6
Gymnastics continued	Roll	<p>For instance:</p> <p>Continue to develop control in different rolls</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p>	<p>For instance:</p> <p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll</p>	<p>For instance:</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>

Swimming and Water Safety	<p>All schools must provide swimming instruction in either KS1 or KS2 .</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • perform safe self-rescue in different water-based situations
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		Year 1/2	Year 3/4	Year 5/6
Outdoor and Adventurous Activities	Orientation	<p><i>For instance:</i></p> <p>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p>	<p><i>For instance:</i></p> <p>Orientate simple maps and plans</p> <p>Mark control points in correct position on map or plan</p> <p>Find way back to a base point</p>	<p><i>For instance:</i></p> <p>Draw maps and plans and set trails for others to follow</p> <p>Use the eight points of the compass to orientate</p> <p>Plan an orienteering challenge</p>
	Communication	<p><i>For instance:</i></p> <p>Begin to work co-operatively with others</p> <p>Plan and share ideas</p>	<p><i>For instance:</i></p> <p>Co-operate and share roles within a group</p> <p>Listen to each other's ideas when planning a task and adapt</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p>	<p><i>For instance:</i></p> <p>Plan and share roles within the group based on each other's strengths</p> <p>Understand individuals' roles and responsibilities</p> <p>Adapt roles or ideas if they are not working</p> <p>Recognise and talk about the dangers of tasks</p> <p>Recognise how to keep themselves and others safe</p>
	Problem Solving	<p><i>For instance:</i></p> <p>Discuss how to follow trails and solve problems</p> <p>Select appropriate equipment for the task</p>	<p><i>For instance:</i></p> <p>Select appropriate equipment/route/people to solve a problem successfully</p> <p>Choose effective strategies and change ideas if not working</p>	<p><i>For instance:</i></p> <p>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p> <p>Implement and refine strategies</p>

	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 performance with previous ones and demonstrate improvement to achieve their personal best 	
Games	<p><i>For instance:</i></p> <p><i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i></p> <p><i>Work co-operatively in teams</i></p>	<p><i>For instance:</i></p> <p><i>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games</i></p> <p><i>Apply basic principles of attacking and defending</i></p> <p><i>Develop an understanding of fair play (respect team -mates and opponents)</i></p>	<p><i>For instance:</i></p> <p><i>Develop techniques of a variety of skills to maximise team effectiveness</i></p> <p><i>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</i></p> <p><i>Use tactics when attacking or defending</i></p> <p><i>Apply rules of fair play to competitive games</i></p>

	Year 1/2	Year 3/4	Year 5/6
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Athletics	Running	<p><i>For instance:</i></p> <p>Run for 1 minute</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p> <p>Describe different ways of running</p>	<p><i>For instance:</i></p> <p>Run smoothly at different speeds</p> <p>Choose different styles of running of different distances</p> <p>Pace and sustain their effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Carry out stretching and warm-up safely</p> <p>Set realistic targets of times to achieve over a short and longer distance (with guidance)</p>	<p><i>For instance:</i></p> <p>Sustain pace over longer distance – 2 minutes</p> <p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Explain how warming up affects performance</p> <p>Explain why athletics can help stamina and strength</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p>
	Jumping	<p><i>For instance:</i></p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Perform combinations of the above</p> <p>Show control at take-off and landing</p> <p>Describe different ways of jumping</p> <p>Explain what is successful or how to improve</p>	<p><i>For instance:</i></p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Set realistic targets when jumping for distance for or height (with guidance)</p>	<p><i>For instance:</i></p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p>

		Year 1/2	Year 3/4	Year 5/6
Athletics	continued	<p><i>For instance:</i></p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p>	<p><i>For instance:</i></p> <p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Set realistic targets when throwing over an increasing distance and</p>	<p><i>For instance:</i></p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>
	Throwing			

			understand that some implements will travel further than others (guidance)	
Dance	Compose	<p>For instance:</p> <p>Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Sequence and remember a short dance</p>	<p>For instance:</p> <p>Create dance phrases/dances to communicate an idea</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/ canon</p> <p>Dynamics (HOW); explore speed, energy</p> <p>Choreographic devices; motif, motif development and repetition</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Link phrases to music</p>	<p>For instance:</p> <p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p>

	Year 1/2	Year 3/4	Year 5/6	
Dance continued	Perform	<p>For instance:</p> <p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions</p> <p>Demonstrate good balance</p> <p>Move in time with music</p> <p>Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p>	<p>For instance:</p> <p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical Skills)</p> <p>Show focus, projection and musicality (Expressive Skills)</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p>	<p>For instance:</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</p> <p>Demonstrate use of space – levels, directions, pathways, size and body shape</p>

Appreciate			<i>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</i>
	<p><i>For instance:</i></p> <p><i>Respond to own work and that of others when exploring ideas, feelings and preferences</i></p> <p><i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p>	<p><i>For instance:</i></p> <p><i>Show an awareness of different dance styles and traditions</i></p> <p><i>Understand and use simple dance vocabulary</i></p> <p><i>Understand why safety is important in the studio</i></p> <p><i>Compare and comment on their own and other's work -strengths and areas for improvement</i></p>	<p><i>For instance:</i></p> <p><i>Show an awareness of different dance styles, traditions and aspects of their historical/social context</i></p> <p><i>Understand and use dance vocabulary</i></p> <p><i>Understand why safety is important in the studio</i></p> <p><i>Compare and evaluate their own and others' work</i></p>

		Year 1/2	Year 3/4	Year 5/6
Gymnastics	Sequencing	<p><i>For instance:</i></p> <p><i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i></p> <p><i>Teach sequence to a partner and perform together</i></p>	<p><i>For instance:</i></p> <p><i>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</i></p> <p><i>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</i></p>	<p><i>For instance:</i></p> <p><i>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</i></p> <p><i>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</i></p>

Gymnastics	Balance	<p>For instance</p> <p>Stand and sit "like a gymnast"</p> <p>Explore the 5 basic shapes: straight/tucked/star/ straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p>	<p>For instance:</p> <p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)</p> <p>NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p>	<p>For instance:</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p>
	Travel	<p>For instance:</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while</p>	<p>For instance:</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p>	<p>For instance:</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p> <p>Travel in time with a partner, move away from and back to a partner</p>

		Year 1/2	Year 3/4	Year 5/6
Gymnastics	Balance continued	<p>continued:</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)</p> <p>NB: ensure hands are always flat on floor and fingers point the same way as toes</p>		<p>continued:</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p>
	Travel	<p>For instance:</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while</p>	<p>For instance:</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p>	<p>For instance:</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p> <p>Travel in time with a partner, move away from and back to a partner</p>

	<p>walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p>	<p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p>	
Jump	<p>For instance:</p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p>	<p>For instance:</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Add a quarter or half turn into a jump before landing</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p>	<p>For instance:</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p>

	Year 1/2	Year 3/4	Year 5/6
Gymnastics continued Roll	<p>For instance:</p> <p>Continue to develop control in different rolls</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p>	<p>For instance:</p> <p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll</p>	<p>For instance:</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>

Swimming and Water Safety	<p>All schools must provide swimming instruction in either KS1 or KS2 .</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) perform safe self-rescue in different water-based situations
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		Year 1/2	Year 3/4	Year 5/6
Outdoor and Adventurous Activities	Orientation	<p><i>For instance:</i></p> <p>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p>	<p><i>For instance:</i></p> <p>Orientate simple maps and plans</p> <p>Mark control points in correct position on map or plan</p> <p>Find way back to a base point</p>	<p><i>For instance:</i></p> <p>Draw maps and plans and set trails for others to follow</p> <p>Use the eight points of the compass to orientate</p> <p>Plan an orienteering challenge</p>
	Communication	<p><i>For instance:</i></p> <p>Begin to work co-operatively with others</p> <p>Plan and share ideas</p>	<p><i>For instance:</i></p> <p>Co-operate and share roles within a group</p> <p>Listen to each other's ideas when planning a task and adapt</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p>	<p><i>For instance:</i></p> <p>Plan and share roles within the group based on each other's strengths</p> <p>Understand individuals' roles and responsibilities</p> <p>Adapt roles or ideas if they are not working</p> <p>Recognise and talk about the dangers of tasks</p> <p>Recognise how to keep themselves and others safe</p>
	Problem Solving	<p><i>For instance:</i></p> <p>Discuss how to follow trails and solve problems</p> <p>Select appropriate equipment for the task</p>	<p><i>For instance:</i></p> <p>Select appropriate equipment/route/people to solve a problem successfully</p> <p>Choose effective strategies and change ideas if not working</p>	<p><i>For instance:</i></p> <p>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p> <p>Implement and refine strategies</p>

