



# EYFS and Key Stage 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Basic Movement	Developing Balance	Agility and Coordination	Team Games	Movement Patterns	Athletics
EYFS	Move in a variety of ways in and out of cones and obstacles. Jump with both feet leaving the ground. Hop. Stop on command. Sprint run.	Single balance. Balancing on one foot. Be able to balance on a piece of apparatus.	Be able to throw and catch a large ball. Overarm and underarm throwing with accuracy. Roll a ball to an end target. Kick a ball towards a target.	Be able to participate in a game against an opposing side. Be able to control a ball within a game setting. Use hands to control a ball.	Dance to link with learning theme. Copy a dance pattern. Link two dance movements together.	Practise relevant age appropriate Sports Day skills. Short distance running Long distance running Relay running Hurdles
Year 1	Move in a variety of ways in and out of cones and obstacles. Jump with both feet leaving the ground. Hop. Stop on command. Sprint run. Skip without a rope. Jump for height.	Single balance. Balancing on one foot. Be able to balance on a piece of apparatus. Complete a side-roll. Climb on apparatus. Line walk along floor lines increasing speed across lessons.	Be able to throw and catch a large ball. Overarm and underarm throwing with accuracy. Roll a ball to an end target. Kick a ball towards a target with increasing accuracy. Dribble a ball. Balance a ball on a racket. 2 handed strike using a racket.	Be able to participate in a game against an opposing side. Be able to control a ball within a game setting. Use hands to control a ball. Be able to play a game following a set of rules.	Dance to link with learning theme. Copy a dance pattern. Link two dance movements together practising and adapting across lessons. Move to a beat.	Practise relevant age appropriate Sports Day skills. Short distance running Long distance running Relay running Hurdles

Year 2	Move in a variety of	Single balance.	Be able to throw and	Be able to	Dance to link with	Practise relevant/
	ways in and out of	Balancing on one	catch a large ball.	participate in a game	learning theme.	age appropriate
	cones and obstacles.	foot.	Overarm and	against an opposing	Copy a dance	Sports Day skills.
	Jump with both feet	Be able to balance	underarm throwing	side.	pattern.	
	leaving the ground.	on a piece of	with accuracy.	Be able to control a	Link two dance	Short distance
	Нор.	apparatus.	Roll a ball to an end	ball within a game	movements	running
	Stop on command.	Complete a side-roll.	target.	setting.	together practising	Long distance
	Sprint run.	Climb on apparatus.	Kick a ball towards a	Use hands to control	and adapting across	running
	Skip without a rope.	Line walk along floor	target with	a ball.	lessons.	Relay running
	Jump for height.	lines increasing	increasing accuracy.	Be able to play a	Move to a beat.	Hurdles
	Skip with a rope.	speed across	Dribble a ball.	game following a set	Link a short series of	
	Side step	lessons.	Balance a ball on a	of rules.	dance sequences	
	Sprint in relay.	Bench walk across	racket.	Play a game with a	together.	
	Jump for distance.	apparatus increasing	2 handed strike	set of rules.	Adapt dances in	
	Dodge increasing	speed across	using a racket.	Play as part of a	order to improve	
	speed across	lessons.	Hit a ball with	team and begin to	them discussing	
	lessons.		accuracy with a	discuss tactics.	thoughts with	
			racket.	Co-operate with	classmates showing	
			Hit a ball with a bat.	team-mates.	co-operation skills.	
			Throw a beanbag	Control a ball with		
			into a given target.	accuracy.		
			Dribble a ball in and	Use feet to control a		
			out of a set of	ball.		
			obstacles.			

# Key Stage 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Control and Balance	<b>Competitive Games</b>	<b>Movement Patterns</b>	Specific Sport	Specific Sport	Athletics
Year 3	Can bounce a ball on	Participate in team	Create and perform	Tennis	Rounders/ Cricket	Practise relevant/
	the spot with	games.	a short sequence			age appropriate
	consistency.	Developing simple	linking basic actions,	Learn rules of sport	Learn rules of sport	Sports Day skills.
	Can perform a basic	tactics for attacking	with a clear	and apply skills learn	and apply skills learn	
	log, egg, shoulder	and defending.	beginning, middle	in Terms 1-3.	in Terms 1-3.	Short distance
	and forward roll.	Succeed and excel	and end.			running
		(in competitive	Choose and link			Long distance
		sport) and other	actions to create an			running
		physically	expressive dance			Relay running
		demanding	phrase which shows			Hurdles
		activities.	some sensitivity to			
			accompaniment.			
Year 4	Can bounce a ball on	Participate in team	Create and perform	Dodgeball/ Handball	Swimming	Practise relevant
	the spot with	games.	a short sequence			age appropriate
	consistency.	Play competitive	linking basic actions,	Learn rules of sport		Sports Day skills.
	Can perform a basic	games, modified	with a clear	and apply skills learn		
	log, egg, shoulder	where appropriate.	beginning, middle	in Terms 1-3.		Short distance
	and forward roll.	Succeed and excel	and end.			running
	Responds	(in competitive	Choose and link			Long distance
	imaginatively, and	sport) and other	actions to create an			running
	with control and co-	physically	expressive dance			Relay running
	ordination.	demanding	phrase which shows			Hurdles
	Uses different body	activities.	some sensitivity to			
	parts.	Compete in a range	accompaniment.			
	Can vary dynamics,	of increasingly	Plan and perform a			
	speed, direction and	challenging	movement sequence			
	level of their	situations.	showing contrasts in			
	movements.		speed, level and			
			direction.			

Year 5	Can bounce a ball on	Participate in team	Create and perform	Football/ Netball	Tennis	Practise relevant/
	the spot with	games.	a short sequence			age appropriate
	consistency.	Play competitive	linking basic actions,	Learn rules of sport	Learn rules of sport	Sports Day skills.
	Can perform a basic	games, modified	with a clear	and apply skills learn	and apply skills learn	
	log, egg, shoulder	where appropriate	beginning, middle	in Terms 1-3.	in Terms 1-3.	Short distance
	and forward roll.	through team and	and end.			running
	Responds	individual games.	Choose and link			Long distance
	imaginatively, and	Developing simple	actions to create an			running
	with control and co-	tactics for attacking	expressive dance			Relay running
	ordination.	and defending.	phrase which shows			Hurdles
	Uses different body	Apply basic	some sensitivity to			
	parts.	principles suitable	accompaniment.			
	Can vary dynamics,	for attacking and	Plan and perform a			
	speed, direction and	defending.	movement sequence			
	level of their	Succeed and excel	showing contrasts in			
	movements.	(in competitive	speed, level and			
	Can travel whilst	sport) and other	direction.			
	bouncing a ball,	physically	Apply basic			
	showing control.	demanding	compositional ideas			
	Perform a	activities.	to create dance			
	competent forward	Compete in a range	phrases with a			
	roll, log, egg roll,	of increasingly	partner and in a			
	shoulder roll, curled	challenging	small group.			
	roll. Progress to	situations.	Can describe and			
	backwards roll.		comment on their			
	Improvise freely,		own performance			
	individually, and		and that of others			
	with a partner, can		and make simple			
	translate ideas from		suggestions to			
	a stimulus into		improve quality and			
	movement.		performance.			

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			Develop a longer			
			and more varied			
			movement sequence			
			demonstrating			
			smooth transitions			
			between actions.			
Year 6	Can bounce a ball on	Participate in team	Create and perform	Rounders/ Cricket	Football/ Netball	Swimming
	the spot with	games.	a short sequence			
	consistency.	Play competitive	linking basic actions,	Learn rules of sport	Learn rules of sport	
	Can perform a basic	games, modified	with a clear	and apply skills learn	and apply skills learn	
	log, egg, shoulder	where appropriate	beginning, middle	in Terms 1-3.	in Terms 1-3.	
	and forward roll.	through team and	and end.			
	Responds	individual games.	Choose and link			
	imaginatively, and	Developing simple	actions to create an			
	with control and co-	tactics for attacking	expressive dance			
	ordination.	and defending.	phrase which shows			
	Uses different body	Apply basic	some sensitivity to			
	parts.	principles suitable	accompaniment.			
	Can vary dynamics,	for attacking and	Plan and perform a			
	speed, direction and	defending.	movement sequence			
	level of their	Use a range of	showing contrasts in			
	movements.	tactics and strategies	speed, level and			
	Can travel whilst	to overcome	direction.			
	bouncing a ball,	opponents in direct	Apply basic			
	showing control.	competition.	compositional ideas			
	Perform a	Succeed and excel	to create dance			
	competent forward	(in competitive	phrases with a			
	roll, log, egg roll,	sport) and other	partner and in a			
	shoulder roll, curled	physically	small group.			
	roll. Progress to	demanding	Can describe and			
	backwards roll.	activities.	comment on their			
	Improvise freely,	Compete in a range	own performance			
	individually, and	of increasingly	and that of others			

with a partner, can	challenging	and make simple		
translate ideas from	situations.	suggestions to		
a stimulus into	Develop an	improve quality and		
movement.	understanding of	performance.		
Using either hand,	how to improve in	Develop a longer		
can dribble showing	different physical	and more varied		
changes of speed	activities and sports.	movement sequence		
and direction.		demonstrating		
Perform a range of		smooth transitions		
rolls consistently,		between actions.		
including backward		Compare, develop		
roll.		and adapt		
Responds		movement motifs to		
imaginatively to a		create longer		
variety of stimuli		dances.		
demonstrating a		From observation of		
wide range of		others, begin to		
actions with		describe		
precision, control		constructively how		
and fluency. Can		to refine, improve		
incorporate different		and modify		
dynamics and		performance.		
develop new actions		Refine own		
with a partner and in		performance in		
a group.		response to		
		comments of others		
		and self-analysis.		