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| **Athletics** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target.  **Knowledge**  Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe. |  |  |  | **Skills**  Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.  **Knowledge**  Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further. Rules: know and understand the rules to be able to manage our own events. | **Skills**  Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put.  **Knowledge**  Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment. |  |

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| **Ball Skills** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.  **Knowledge**  Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control. | **Skills**  Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.  **Knowledge**  Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling. |  |  |  | **Skills**  Sending: demonstrate clear technique when sending a ball under pressure. Catching: demonstrate good technique under pressure. Tracking: demonstrate a range of techniques when tracking and collecting a ball. Dribbling: dribble with some control under pressure  **Knowledge**  Sending: know that controlling a ball before sending it will allow me to send it accurately. Catching: understand when to use different types of catching. Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully. Dribbling: know that dribbling in different directions will help me to lose a defender in game situations. | **Skills**  Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure. Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations. Tracking: demonstrate a wider range of techniques when tracking a ball under pressure Dribbling: dribble consistently using a range of techniques with increasing control under pressure  **Knowledge**  Sending: understand and make quick decisions about when, how and who to pass to. Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender |

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| **Dance** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.  **Knowledge**  Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting. | **Skills**  Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience  **Knowledge**  Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly | **Skills**  Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.  **Knowledge**  Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve. | **Skills**  Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.  **Knowledge**  Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete. |  | **Skills**  Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.  **Knowledge**  Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others’ work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood. |  |

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| **Fitness** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move. Co-ordination: explore moving different body parts together. Speed: explore moving and stopping with control. Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time.  **Knowledge**  Agility: know that moving into space away from others helps to keep me safe. Balance: know that I can hold my arms out to help me to balance. Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump. Speed: know that I use big steps to run and small steps to stop. Strength: understand that I can hold my weight on different parts of my body. Stamina: understand that moving for a long time can make me feel tired. |  |  |  |  |  |  |

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| **Fundamentals** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action  **Knowledge**  Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that i use one foot to hop. Skipping: know that if I hop then step that will help me to skip. |  |  |  |  | **Skills**  Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation. Balancing: consistently demonstrate good balance when performing other fundamental skills. Jumping and hopping: demonstrate good technique and co-ordination when linking jumps. Skipping: show a range of skills when skipping in a rope.  **Knowledge**  Running: understand that to change direction, I push off my outside foot and turn my hips. Balancing: understand that balance is a skill used in many different activities and everyday life. Jumping and hopping: understand that there are different techniques for different situations. Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice. | **Skills**  Running: change direction with a fluent action. Transition smoothly between varying speeds. Balancing: show fluency and control when travelling, landing, stopping and changing direction. Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together. Skipping: consistently show a range of skills when skipping in a rope.  **Knowledge**  Running: know that running develops stamina and speed and both can be improved by training over time. Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations. Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this. Skipping: understand that skipping helps to develop co-ordination, stamina and balance. |

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| **Gymnastics** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.    **Knowledge**  Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly | **Skills**  Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.  **Knowledge**  Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. | **Skills**  Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.  **Knowledge**  Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow. |  | **Skills**  Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation  jumps.  **Knowledge**  Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension. Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: know that if I use different directions it will help to make my sequence look interesting. |  | **Skills**  Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.  **Knowledge**  Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and know where that momentum from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting. |

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| **Sending and receiving** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games.  **Knowledge**  Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. |  | **Skills**  Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.  **Knowledge**  Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules. | **Skills**  Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.  **Knowledge**  Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them. | **Skills**  Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.  **Knowledge**  Sending & receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game. | **Skills**  Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.  **Knowledge**  Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating. | **Skills**  Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.  **Knowledge**  Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating. |

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| **Net and Wall** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.  **Knowledge**  Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. | **Skills**  Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball.  **Knowledge**  Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. Footwork: know that using a ready position will help me to move in any direction. Tactics: know that tactics can help us to be successful when playing games. Rules: know that rules help us to play fairly. |  |  |  | **Skills**  Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.  **Knowledge**  Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating. | **Skills**  Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.  **Knowledge**  Shots: understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating. |

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| **OAA** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.  **Knowledge**  Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe. |  | **Skills**  Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.  **Knowledge**  Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules | **Skills**  Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas.  **Knowledge**  Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea. Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out. Communication: know to take turns when giving ideas and not to interrupt each other. Reflection: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe. |  |  |  |

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| **Striking and Fielding** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment.  **Knowledge**  Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. |  | **Skills**  Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.  **Knowledge**  Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules. | **Skills**  Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.  **Knowledge**  Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them. |  |  | **Skills**  Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.  **Knowledge**  Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. |

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| **Invasion** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  |  | **Skills**  Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.  **Knowledge**  Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules. | **Skills**  Strokes: demonstrate increased technique in a range of stokes, swimming over a distance of 25m. Breathing: explore underwater breaststroke breathing technique over a distance of 25m. Water safety: explore safety techniques to include the H.E.L.P and huddle positions.  **Knowledge**  Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water. | **Skills**  Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. Water safety: perform a variety of survival techniques.  **Knowledge**  Strokes: understand that making my body streamlined helps me to glide through the water. Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. Water safety: know which survival technique to use for the situation. Rules: understand that different environments have different rules to keep us safe around water. |

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| **Target games** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills**  Throwing: eplore throwing using a variety of equipment. Catching: explore catching using a variety of equipment.    **Knowledge**  Throwing: know to point my hand at my target when throwing. Catching: know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. | **Skills**  Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.  **Knowledge**  Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly. |  |  |  |  |  |