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| **Physical development: Early Learning Goals (ELG):**  **Moving and handling**  Children show good control and co-ordination in large and small movements.  They move confidently in a range of ways, safely, negotiating space.  They handle equipment and tools effectively, including pencils for writing.  **Health and self-care** | | | | | | | | | | | | | |
| Foundation Stage | THROUGHOUT **FUNDAMENTAL SKILLS** CHILDREN WILL BE TAUGHT TO:  -Develop movements, freely using suitable spaces and speed.  -Improve the ability to draw lines and circles.  -hold a pen correctly.  -experience and understand their own needs: hunger, toilet and personal hygiene.  -dress with support. | | THROUGHOUT **GAMES** CHILDREN WILL BE TAUGHT TO:  -Demonstrate increasing control over objects.  -Move freely using spaces and speed.  -Move confidently.  -Use safety measures without direct supervision.  - know equipment needs to be used safely. | | | THEOUGHOUT **GYMNASTICS** CHILDREN WILL BE TAUGHT TO:  -Move freely in a variety of different ways.  -Make anticlockwise movement.  - Carry out 5 gymnastic holds: pike, straddle, tuck, pencil and banana  -Understand the need for varied and healthy food. | | | | THROUGHOUT **DANCE** CHILDREN WILL BE TAUGHT TO:  -Stand on one foot  -Write some letters and copy their name.  -Experiment moving in different ways on equipment and jump landing safely.  -Manage own risk assessment.  -Learn a series of movements and sequences in order to perform a dance routine | | THROUGHOUT **ATHLETICS** CHILDREN WILL BE TAUGHT TO:  -Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other’s successes.  -Help get out and put away equipment correctly. | |
| **National Curriculum: Key stage 1**  Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: 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 and perform dances using simple movement patterns. | | | | | | | | | | | | | |
| Year 1 | THROUGHOUT **GYMNASTICS** CHILDREN WILL BE TAUGHT TO:  -Respond to instructions and commands.  -Move between mats and small apparatus and change the speed of movement.  -Develop a variety of basic gym actions.  -Experience being still in different body shapes and balances and combine different ways of travelling.  -Handle apparatus safely.  -Recognise how they feel when the body is tense.  -Discuss how the body changes during exercise.  -Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction. | | | | | THROUGHOUT **DANCE** CHILDRN WILL BE TAUGHT TO:  -Experience basic movements relating to feelings.  -Develop a clear starting and finishing position.  -Learn short repeating sequences to form a routine.  -Learn, practise and perform dance movements and simple routines using simple movement patterns. | | | | THROUGHOUT **ATHLETICS** CHILDREN WILL BE TAUGHT TO:  -Take part in multiskills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility.  -Develop balance, agility and co-ordination. | | | |
| THROUGHOUT **BALL SKILLS (GAMES)** CHILDREN WILL BE TAUGHT TO:  -Explore different ways of using a ball.  -Explore ways to send a ball or other equipment.  -Retrieve and stop a ball using different parts of the body.  -Play a variety of running and avoiding games.  -Practise skills to make them warmer.  -Explain why they enjoy playing games and physical activities.  -Talk about what their bodies do during exercise e.g. breathing.  -Participate in team games.  -Develop simple attacking and defending techniques.  -Pass and receive a ball in different ways with increased control. | | | | | | | | | | | | |
| Year 2 | THROUGHOUT **GAMES** AND BALL SKILLS CHILDREN WILL BE TAUGHT TO:  -Recognise the best ways to  score points and stop points being scored.  -Recognise how they work best with their partner.  -Use different rules and tactics for invasion games.  -Make it difficult for opponents.  -Keep the ball and find best places to score. S&A  -Watch others accurately.  -Describe what they see and ask to copy others’ ideas, skills and tactics.  -Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath.)  -Participate in team games.  -Understand and develop tactics for attacking and defending.  -Pass and receive the ball in different ways with control and increased accuracy. | | | THROUGHOUT **DANCE** CHILDREN WILL BE TAUGHT TO:  -Develop short sequences on their own.  -Use imagination to find different ways of using apparatus.  -Form simple sequences of different actions using floor and apparatus.  -Have a clear start, middle and end. S&A  -Learn, practise and perform simple repeated routines.  -Have a clear focus when watching others perform. | | | | THROUGHOUT **GYMNASTICS** CHILDREN WILL BE TAUGHT TO:  -Develop short sequences on their own.  -Use imagination to find different ways of using apparatus.  -Form simple sequences of different actions using floor and apparatus.  -Have a clear start, middle and end. S&A  -Have a clear focus when watching others perform.  -Say when a movement or skill is performed well (aesthetic appreciation).  -Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.)  -Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction. | | THROUGHOUT **TENNIS** children will be taught to:  -Use their skills to play end to end games over a barrier.  -Use their ability to solve problems and make decisions.  -Watch others and describe what is happening.  -Talk about what they have done and how they did it.  -Pass and receive a ball in different ways with control and increased accuracy. | | | THROUGHOUT **ATHLETICS** AND **MULTISKILLS** CHILDREN WILL BE TAUGHT TO:  -Take part in multiskills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility.  -Develop balance, agility and co-ordination.  -Explore the movement techniques with increased control.  -Run, throw and jump with increased control and co-ordination. |
| **National curriculum: Key Stage 2**  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. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: 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 and compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Swimming and water safety-** All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations. | | | | | | | | | | | | | |
| Year 3 | THROUGHOUT **TEAM AND INVASION GAMES** CHILDREN WILL BE TAUGHT TO:  -Practise passing to a partner using a number of sending and receiving techniques.  -Improve accuracy of passes and use space to keep possession better.  -Remain in control of ball while travelling.  -Use communication skills to help others know where they are going.  -Look when travelling and what happens after they have passed ball.  -Play games that involve possession and scoring in targets.  -Know which passes are best, tactics to keep possession.  -Know what to think about when team has and hasn’t got the ball.  -How to organise themselves differently to play each of the games successfully.  -Understand patterns of play-if ball is in a certain position where should players be. | | | | THROUGHOUT **GYMNASTICS** CHILDREN WILL BE TAUGHT TO:  -Develop and perform actions.  - Practice and concentrate on quality of movement.  -Link different balances moving in and out of positions of stillness.  -Transfer weight smoothly from one part of body to another.  -Use actions on floor and over, through, across and along apparatus.  -Vary and apply actions on floor and apparatus.  -Copy a partner’s sequence on floor and apparatus. -Perform easy combinations of contrasting actions.  - Choose combinations that work in their sequences.  - How they devise sequences. | | | THROUHOUT **DANCE** CHILDREN WILL BE TAUGHT TO:  -Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.  -Keep up an activity over a period of time and know what they need to warm up and cool down for dance.  -Learn, practise and perform a routine and watch others perform (giving feedback). | | | | | THROUGHOUT **MULTISKILLS AND ATHLETICS** CHILDREN WILL BE TAUGHT TO:  -Choose skills and equipment to meet the challenges they are set e.g. increasing the distance thrown.  - Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.  -Recognise and describe what their bodies feel like during different types of activity.  -Describe what happens to their heart, breathing and temperatures during different types of athletics activity. |
| Year 4 | THROUGHOUT **TEAM AND INVASION GAMES** CHILDREN WILL BE TAUGHT TO:  -Play 3vs1 and 4vs2 and how to use the space to help each other.  -Score more regularly without making mistakes.  -Choose and adapt their techniques to keep possession and give their team a chance to shoot.  -Plan ideas and tactics similar across invasion games.  -Know what rules are needed to make games fair.  -Understand simple patterns of play.  -Evaluate how successful their tactics have been, use appropriate language to describe performance.  -Know how they need to improve their game. | THROUGHOUT **GYMNASTICS** CHILDREN WILL BE TAUGHT TO:  -Devise, perform and repeat sequences that include travel, body shapes and balances.  -Help change sequences.  -Include changes of dynamics.  -Work with a partner.  -Adapt their sequences to include apparatus and to suit partner or small group.  -Ask which parts of task they have completed and the ones they still need to practise.  -Compare and contrast similar performances.  -Suggest ways to improve the quality of a sequence. | | | | | THROUGHOUT **DANCE** CHILDREN WILL BE TAUGHT TO:  -Explore and create characters and narrative in response to a range of stimuli.  -Describe, interpret and evaluate their own and others’ dances, taking account of character and narrative.  -Learn, practise and perform a routine.  -Watch others perform and give feedback of strengths and areas for improvement. | | | THROUGHOUT **MULTISKILLS AND ATHLETICS** CHILDREN WILL BE TAUGHHT TO:  -Run for short distances and times, and for longer distances and times.  -Keep a steady pace.  -Practise 5 basic jumps e.g. hop, step, jump.  -Combine basic actions and form simple jump combinations  -Throw into a target using slinging, pushing and pulling actions.  -Describe and evaluate the effectiveness of performance and recognise aspects that need improving.  -Understand why exercise is good for their fitness, health and well-being. | | | |
| Year 5 | THROUGHOUT **TEAM AND INVASION** **GAMES** CHILDREN WILL BE TAUGHT TO:  -Show ways to keep the ball away from defenders.  -Shield the ball.  -Change speed, direction with a ball to get away from defender.  -Shoot accurately in a variety of ways.  -Mark an opponent.  -Watch and evaluate the success of the games they play in.  -Identify parts of the game that are going well and parts that need improving.  -Explain how confident they feel in different positions.  -Suggest what they need to practise and enjoy a game.  - Understand what to include in a warm up in order to improve performance.  -Develop the range and consistency of their skills, especially in specific striking and fielding games.  -Hold and swing a racket and where to stand on the court when hitting, catching and receiving.  -Hit the ball on both sides of the body and above the head.  -Use different types of shots during a game. | | | | THROUGHOUT **GYMNASTICS** CHILDREN WILL BE TAUGHT TO:  -Explore a range of symmetric and asymmetric actions, shapes and balances.  -Control actions and combine them fluently.  -Be aware of extension and body tension and control.  -Move from floor to apparatus, change levels and move safely.  -Combine movements with other in a group (matching and mirroring).  -Watch a performance and evaluate its success.  -Identify what was performed well and what needs improving.  -Choose a focus for improvement.  -Identify one of two aspects of their performance to practise and improve. | | | THROUGHOUT **DANCE** CHILDREN WILL BE TAUGHT TO:  -Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.  -Organise their own warm up and cool down activities to suit dance.  -Show an understanding of why warm up and cool down is important.  -Learn, practise and perform a more complex dance routine.  -Observe several others dance and give feedback. | | | THROUGHOUT **ATHLETICS** CHILDREN WILL BE TAUGHT TO:  -Choose their favourite ways of running, jumping and throwing.  -Choose the best equipment for different activities.  -Know how to plan a run so they pace themselves evenly or unevenly.  -Plan to cover distances as a team to get the best results possible.  -Mark a run up for jumping and throwing.  -Set themselves and others targets in different events.  -Watch partner’s athletic performance and identify main strengths.  -Identify parts of the performance that need to be practised and refined, and suggest improvements.  -Understand why exercise is good for their fitness, health and well-being. | | |
| Year 6 | THROUGHOUT **TEAM AND INVASION** **GAMES** CHILDREN WILL BE TAUGHT TO:  -Understand that when their team has the ball they are attacking and when they haven’t they are defending.  -Understand different ways of attacking and encourage them to use positions for their team carefully.  -Understand different ways to attack and defend.  -Choose right formations and tactics for attack and defence.  -Know how they support other players in attack or defence.  -Devise a scoring system.  -Hit the ball away from opponent, know how to outwit them using speed, height and direction of the ball.  -Know what they need to get better at and what to practise.  -Understand how to change court to make easier.  -Understand practises to help with precision, consistency and speed.  -Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.  -Evaluate strengths and weaknesses in their own and others’ performances and suggest improvements. | | | | THROUGHOUT **GYMNASTICS** CHILDREN WILL BE TAUGHT TO:  -Make up a sequence and adapt it to different apparatus layouts.  -Use combinations of dynamics (pathways) to use space effectively.  -Make up own rule for longer, more complex sequences.  -Plan a sequence and adapt it to limited equipment.  -Work as a group and share roles fairly.  -Investigate different ways of working with a partner or small group.  -Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions). | | | | THROUGHOUT **DANCE** CHIDREN WILL BE TAUGHT TO:  -Explore, improvise and combine movement ideas fluently and effectively.  -Understand how a dance is formed and performed to evaluate, refine and develop their own and others’ work.  -Understand the importance of warm up and cool down.  -Learn, practise and perform a dance routine.  -Observe and give feedback to others. | | THROUGHOUT **ATHLETICS** CHILDREN WILL BE TAUGHT TO:  -Develop the consistency of their actions in a number of events.  -Increase the number of techniques they use.  -Sustain pace over longer distances.  -Throw with greater control, accuracy and efficiency.  -Perform a range of jumps showing power, control and consistency and both take-off and landing.  -Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.  -Understand why exercise is good for fitness, health and wellbeing. | | |