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|  | Running | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * Run for 30 seconds * Show the difference between a run and a jog * Follow a simple warm-up instruction | * Perform relay change-overs * Run for 1 minute * Use different running techniques to meet challenges e.g. jogging for daily mile and sprinting for last lap of daily mile | * Run for 1 minute 30 seconds * Maintain a consistent speed for longer distances * Think of and model a simple stretch * Meet running targets set by teacher over a short and long distance | * Perform relay change-overs with increasing precision * Run for 2 minutes * Watch and describe specific aspects of running (e.g. what the arms and legs are doing) * Work with teacher to set realistic targets of time to achieve over a short and long distance | * Identify how the body reacts to different challenges (e.g. a change in heart-rate) * Run for 2 minutes 30 seconds * Identify multiple stretches * Identify one weakness in a performance that could be improved * Identify one strength in a performance * Set realistic personal targets for short and long distances | * Run for 3 minutes * Lead a stretch routine for the whole body * Perform relay change-overs with increased precision and shorter changeovers * Identify multiple weaknesses in a performance that could be improved * Identify multiple strengths in a performance * Set realistic personal targets for multiple distances |
|  | Suggested competitive activities:   * Sports day practise   + Relay   + Slide relay   + Egg and spoon * Rounders | Suggested competitive activities:   * Sports day practise   + Relay   + Slide relay   + Egg and spoon * Football | Suggested competitive activities:   * Sports day practise   + Relay   + Slide relay   + Egg and spoon * Rounders | Suggested competitive activities:   * Sports day practise   + Relay   + Slide relay   + Egg and spoon * Football | Suggested competitive activities:   * Sports day practise   + Relay   + Slide relay   + Egg and spoon * Rounders | Suggested competitive activities:   * Sports day practise   + Relay   + Slide relay   + Egg and spoon * Football |

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|  | Jumping | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot and   1-1 landing on the other foot)   * Show control at take-off * Explore different ways of jumping | * Perform combinations of the 5 basic jumps * Show control and take-off and landing * Describe different ways of jumping * Explain why jump was successful or how to improve | * Perform different jumps e.g. hop, step, jump showing control and consistency * Identify which body parts contribute to a successful jump * Meet targets set by teacher when jumping for distance or height | * Perform combinations of different jumps showing control and consistency * Evaluate own and others use of body parts to create a successful jump * Set personal realistic targets when jumping for distance or height | * Perform a jump e.g. long jump, standing jump with power, control and consistency * Set personal realistic targets when jumping for distance or height with power, control and consistency | * Perform different jumps e.g. long jump, standing jump with power, control and consistency as a sequence * Evaluate peer’s performance and set them realistic targets when jumping for distance or height with power, control and consistency |
|  | Suggested competitive activities:   * Sports day practise   + Standing jump * Skipping | Suggested competitive activities:   * Sports day practise   + Standing jump * Dodgeball | Suggested competitive activities:   * Sports day practise   + Standing jump   + Long jump * Volleyball | Suggested competitive activities:   * Sports day practise   + Standing jump   + Long jump * Basketball | Suggested competitive activities:   * Sports day practise   + Standing jump   + Long jump * Netball | Suggested competitive activities:   * Sports day practise   + Standing jump   + Long jump * Volleyball/basketball/netball |

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|  | Throwing and catching | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * Throw into large targets e.g. large hoop * Perform a rolling throwing action * Identify a single successful part of their throw * Safely take turns when throwing or retrieving implements * Explore the cupping technique when catching an under-arm throw with both hands | * Throw into target e.g. smaller hoop * Perform underarm and overarm throws * Identify a single successful part of their throw * Identify a single weakness in their throw * Develop the cupping technique when * Develop the cupping technique when catching an under-arm throw with both hands | * Explore different styles of throwing e.g. pulling (javelin), pushing (shotput) and slinging (discus) * Hit a target with a range of non-rolling implements e.g. bean bag * Identify how different parts of the body contribute to a successful throw * Catch a variety of different balls using the cupping technique from under and overarm throws | * Perform different styles of throwing e.g. pulling (javelin), pushing (shotput) and slinging (discus) with greater control * Consistently hit a target with a range of non-rolling implements e.g. bean bag * Use different parts of the body to support a successful throw * Catch a variety of different balls using the cupping technique from under and overarm throws * Explore catching a tennis sized ball with 1 hand from an underarm throw | * Perform different styles of throwing e.g. pulling (javelin), pushing (shotput) and slinging (discus) with greater accuracy, control and efficiency * Hit a target with a range of rolling implements e.g. tennis ball * Understand that some implements will travel further that others * Develop catching of a tennis sized ball with 1 hand from an underarm and overarm throw | * Perform different styles of throwing e.g. pulling (javelin), pushing (shotput) and slinging (discus) with greater accuracy, control and efficiency over a greater distance * Consistently hit a target with a range of rolling implements e.g. tennis ball * Set realistic targets using knowledge that some will roll further than others * Confidently catch a tennis sized ball from an underarm and overarm throw, thrown at varying speeds |
|  | Suggested competitive activities:   * Sports day practise   + Bean bag throw * Dodgeball | Suggested competitive activities:   * Sports day practise   + Bean bag throw * Rounders | Suggested competitive activities:   * Sports day practise   + Soft foam javelin * Netball | Suggested competitive activities:   * Sports day practise   + Soft foam javelin * Dodgeball | Suggested competitive activities:   * Sports day practise   + Metal javelin * Basketball | Suggested competitive activities:   * Sports day practise   + Metal javelin * Rounders |

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|  | Dance (composition and performance) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * Copy some actions (jump, hop, twist) in a short sequence * Explore movement through space (forwards, backwards, sideways and low and high) * Move in time with music * Co-ordinate arm and leg actions (e.g. marching and clapping at the same time | * Sequence and remember a short dance * Develop movements showing an awareness of relationships (movement with a partner e.g. a combination of 4 separate movements) * Change the dynamics and speed of a movement (e.g. be able to move from quick to slow) * Move with rhythm when walking, hopping, jumping and landing * Explore good balance both individually and with a partner | * Create a dance sequence to communicate an idea or feeling * Link phrases to music * Create a movement as a whole group/duo/solo * Explore actions (e.g. travel, turn, gesture, jump, stillness) | * Create a dance phrase that shows repetition * Combine dance phrases by connecting two groups’ ideas * Create a movement in unison * Create a movement in canon (e.g. domino effect) * Explore space (e.g. formation, direction and levels) * Explore dynamics (e.g. speed and energy) | * Select appropriate movements to express ideas/thoughts and feelings * Show an awareness of different dance styles, traditions and aspects of their historical/social context * Follow Movema unit 1, 2 to achieve above skills | * Create longer, challenging dance phrases using props * Show an awareness of different dance styles, traditions and aspects of their historical/social context * Follow Movema unit 3, 4 to achieve above skills |
|  | Create a short movement sequence using various travelling actions.  All children to respond to other’s work (identify the ways in which the others have travelled and how they could improve this) | Create a short movement sequence with a partner which demonstrates a partner balance.  All children to respond to own and other’s work (1 strength and 1 area for improvement) | Create a group (whole class/half class) movement sequence and perform to an audience   * dance battle | Create a group (whole class/half class) that contain unison and canon aspects and then perform to an audience   * dance battle | Create a short dance based in the style of the Movema unit  Evaluate own and others’ work | Create a short dance based in the style of the Movema unit  Evaluate own and others’ work using dance vocabulary |

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|  | Gymnastics (Balance and Travel) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * Explore the 5 basic shapes: straight, tucked, star, straddle and pike * Explore balance on the front and back so that extended arms and legs are held off the floor * Begin to travel on hands and feet (hands flat on floor and fully extend arms) * Do a monkey walk (bent legs and extended arms) | * Balance the 5 basic shapes on large body parts: back, front, side and bottom * Develop balance on the front and back so that extended arms and legs are held off the floor * Explore core strength by starting to take weight on hands and feet – front support (press up position) and back support (opposite press up position) * Do a caterpillar walk (hips raised, arms and legs fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) * Do a bunny hop (transfer weight to hands) | * Develop core strength by taking weight on hands and feet - front support (press up position) and back support (opposite press up position) for an extended period of time. Ensure hands are always flat on floor and finger pointing same way as toes. * 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 * Use Year 1 and 2 travels to travel on the floor and along apparatus * Use Year 1 and 2 travels to move away and together on the floor and on apparatus | * Explore balancing on combinations of 1/2/3/4 “points” and being able to transition smoothly between them * Explore balance on apparatus e.g. bench, vault * Explore balancing with a partner: facing, beside, behind and on different levels. * Travel at different speeds e.g. move slowly from a Year 1/2 travel into a balance; travel quickly in a Y1/2 travel into a jump * Travel in different pathways on the floor and using apparatus, exploring different entry and exit points other than travelling in a straight line. | * Perform balances with control, showing good body tension * Explore symmetrical balances on own and with a partner * Explore control in take some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) * Travel sideways in a bunny hop and develop into a cartwheeling action | * Mirror and match a partner’s balance e.g. making the same shape on a different level or in a different place * Explore asymmetrical balances on own and with a partner * Develop control in take some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) * Begin to take more weight on hands when progressing bunny hop into hand stand * Travel sideways in a bunny hop and develop into a cartwheeling action keeping knees tucked in and then by placing one hand then the other on the floor |
|  | Suggested competitive activities:   * Best shape formation challenge * Monkey walk races * Races involving unorthodox travel | Suggested competitive activities:   * Best shape formation challenge * Caterpillar and bunny hop races * Races involving unorthodox travel * Core strength endurance challenge | Suggested competitive activities:   * Press up position endurance challenge * Balance combination challenge e.g. 2 hands and 1 foot is called out, if they do it wrong or fall down they are out * Y1/2 travels race on apparatus | Suggested competitive activities:   * Balance combination challenge e.g. 2 hands and 1 foot is called out, if they do it wrong or fall down they are out * Balance competition in pairs * Y1/2 travel combination race * Obstacle course – best traversal to the other end of the course wins | Suggested competitive activities:   * Balance combination challenge e.g. 2 hands and 1 foot is called out, if they do it wrong or fall down they are out * Best symmetrical balance in pairs challenge * Most inventive balance when taking partner’s weight | Suggested competitive activities:   * Mirroring leader’s balance – worst mirroring attempts are out * Best asymmetrical balance in pairs * Most inventive balance when taking partner’s weight |
|  | Gymnastics (Jump and Roll) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * Explore shape in the air when jumping (e.g. star shape) * Land from a jump on both feet, beginning to bend knees to absorb impact * Continue to develop control with pencil roll – from back to front keeping body and limbs in a straight shape * Continue to develop control with Egg roll – lie on side in a tucked shape, holding knees tucked into chest, roll onto back and onto other side. | * Develop shape when in the air when jumping (e.g. star shape or pencil shape) * Land confidently on two feet, bending knees to absorb impact * Land on one leg and beginning to maintain balance * Continue to develop control with dish roll – with extended arms and legs of the floor, roll from dish to arch shape slowly and with control * Continue to develop control with forward roll - crouch in a tucked shape, feet on floor, hand flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position | * Explore leaping forward in a stag jump, taking off on one foot and landing on the other * Add a quarter turn to a jump before landing * Continue to develop control with the Y1/2 rolls both along apparatus and on the floor * Perform a forward roll with confidence | * Develop leaping forward in a stag jump, taking off on one foot and landing on the other (both on the floor and along a bench) * Add a half turn into a jump before landing confidently * Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action * Continue to develop control with the Y1/2 rolls both on the floor and along apparatus and in time with a partner * Perform a forward roll with confidence, along an apparatus if possible * Begin to develop the backward roll | * Make jumps with symmetrical shapes in the air and land confidently on two feet (both on the floor and along a bench) * Jump along, over and off apparatus of varying height with control in the air and on landing * Jump off an apparatus and add in ¾ turn with controlled landing * Continue to develop the backward roll * Exolire different starting positions when rolling e.g. doing a forward roll from a straddle position or beginning a backward roll from standing in a straight position | * Make jumps with asymmetrical shapes in the air and land confidently on one foot (both on the floor and along a bench * Jump along, over and off apparatus of varying height with control in the air and on landing * Jump off an apparatus and add in a full turn with a controlled landing (landing with both 1 and 2 feet) * Perform backward roll with confidence * Exolire different starting positions when rolling e.g. doing a forward roll from a straddle position or beginning a backward roll from standing in a straight position * Explore diffent finishing positions when rolling e.g. end a forward in a straddle position or end a backward roll in a straddle position on feet |
|  | Suggested competitive activities:   * Best star shape formation challenge * Pencil roll competition * Egg roll competition | Suggested competitive activities:   * Best star shape formation challenge * Best one leg balance challenge * Dish roll competition * Forward roll competition | Suggested competitive activities:   * Stag jump race * Inventive quarter turn competition * Y1/2 rolls competition on apparatus * Forward roll competition | Suggested competitive activities:   * Stag jump on a series of benches time trial competition * Inventive half turn competition * Y1/2 rolls competition, judgement based on whether they are in time with a partner * Forward roll competition | Suggested competitive activities:   * Best symmetrical shape challenge * Jumping over obstacle course time trial * Inventive ¾ turn competition * Backward roll competition | Suggested competitive activities:   * Best asymmetrical jump challenge * Jumping over obstacle course challenge * Inventive full turn competition * Backward roll competition |

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|  | Outdoor and Adventurous Activities | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * Begin to work co-operatively with others as part of a small team using small and simple activities e.g. mats to move / benches hoops * Use simple maps and diagrams to follow a trail using familiar outdoor spaces * Discuss as part of a team how to follow trails | * Plan and share ideas * Identify positions on simple maps and diagrams of outdoor environments * Use 4 points of a compass * Select appropriate equipment for a task and use with the help of an adult * Recognise some OAA can be dangerous | * Orientate simple maps and plans given with the help of an adult * Co-operate and share roles within a group * Listen to each other’s ideas when planning a task * Follow rules to keep each other safe * Select appropriate strategies and change ideas if not working | * Find their way back as a group from base points * Mark control points in correct positions on a map or plan * Take responsibility for a role within a group * Create rules to keep you safe along with your team * Select appropriate equipment and people to solve a problem successfully | * Use the 8 points of a compass to orientate * Identify different strengths in children to form a team * Plan and share roles within in the group based on each other’s strengths * Understand individuals roles and responsibilities * Plan strategies to solve problems and follow trails of a larger scale using outdoor spaces that may be unfamiliar | * Draw maps and plans and for others to follow * Adapt roles within a team if they are not working through team briefing * Recognise and talk to others about dangers within a task through presentation |
|  | Suggested competitive activities:   * Follow a simple trail outdoors using a simple map and adult support in a familiar setting | Suggested competitive activities:   * Follow a simple trail outdoor | Suggested competitive activities:   * Use appropriate strategies within a team to build a shelter using their outdoor environment that is familiar | Suggested competitive activities:   * Presentation of rules of how to keep themselves and others safe as part of a team | Suggested competitive activities:   * Set trails for others to follow | Suggested competitive activities:   * Plan an orienteering challenge |