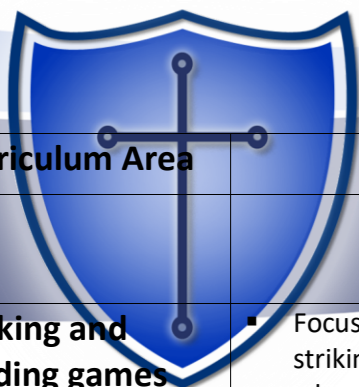
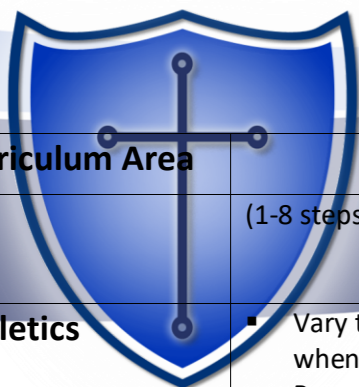




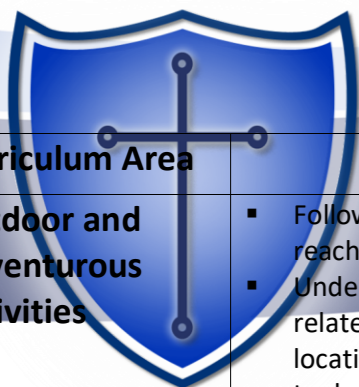
Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Invasion games</b>	<ul style="list-style-type: none"> <li>Explore different ways using a ball</li> <li>Explore ways to send a ball or other equipment</li> <li>Retrieve and stop a ball using different parts of the body</li> <li>Play a variety of running and avoiding games</li> <li>Participate in simple team games (1v1, 2v2)</li> <li>Develop simple attacking and defending techniques</li> <li>Pass and receive a ball in different ways with increased control</li> </ul>	<ul style="list-style-type: none"> <li>Develop control and accuracy when moving with a ball in a variety of different games</li> <li>Pass and receive a ball with more control and accuracy</li> <li>Recognise the best ways to score points and stop points being scored</li> <li>Recognise how they work best with their partner</li> <li>Use different rules and tactics for invasion games</li> <li>Make it difficult for opponents</li> <li>Keep the ball and find best places to score</li> <li>Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics</li> <li>Participate in team games</li> <li>Understand and develop tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Partner using a number of sending and receiving techniques</li> <li>Improve accuracy of passes and use space to keep possession better</li> <li>Remain in control of ball while travelling</li> <li>To help others know where they are going</li> <li>Look when travelling and what happens after they have passed ball</li> <li>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games</li> <li>Know which passes are best, tactics to keep possession</li> <li>Find space to receive and support</li> <li>Know what to think about when team has and hasn't got the ball</li> <li>How to organise themselves differently to play each of the games successfully</li> <li>Understand patterns of play- if ball is in a certain position where should players be</li> </ul>	<ul style="list-style-type: none"> <li>Play 3vs1 and 4vs1 and how to use the space and help each other</li> <li>Score more regularly without making mistakes</li> <li>Choose and adapt their techniques to keep possession and give their team chance to shoot</li> <li>Plan ideas and tactics similar across invasion games</li> <li>Know what rules are needed to make games fair</li> <li>Understand simple patterns of play</li> <li>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents</li> </ul>	<ul style="list-style-type: none"> <li>Develop control and accuracy when moving with a ball in a variety of different games</li> <li>Pass and receive a ball with more control and accuracy</li> <li>Recognise the best ways to score points and stop points being scored</li> <li>Recognise how they work best with their partner</li> <li>Use different rules and tactics for invasion games</li> <li>Make it difficult for opponents</li> <li>Keep the ball and find best places to score</li> <li>Watch others accurately</li> <li>Describe what they see and ask to copy others' ideas, skills and tactics</li> <li>Participate in team games</li> <li>Understand and develop tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increasing confidence and skill</li> <li>Develop control and accuracy when moving with a ball in a variety of different games</li> <li>Pass and receive a ball with more control and accuracy</li> <li>Recognise the best ways to score points and stop points being scored</li> <li>Recognise how they work best with their partner</li> <li>Use different rules and tactics for invasion games</li> <li>Make it difficult for opponents</li> <li>Keep the ball and find best places to score</li> <li>Watch others accurately</li> <li>Describe what they see and ask to copy others' ideas, skills and tactics</li> <li>Participate in team games</li> <li>Understand and develop tactics for attacking and defending</li> </ul>
<b>Net and wall games</b>	<ul style="list-style-type: none"> <li>Focus on throwing a ball with control both over and underarm with prompts</li> <li>Focus on catching a ball from shorter and longer distances, on their own and in groups</li> <li>Play games based on net games (e.g. tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3</li> <li>Pass and receive a ball in different ways with control and increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Use their skills to play end-to-end games, games over a barrier and fielding games</li> <li>Use their ability to solve problems and make decisions</li> <li>Watch others and describe what is happening</li> <li>Talk about what they have done and how they did it</li> <li>Participate in team games</li> <li>Pass and receive a ball in different ways with control and increased accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Practise throwing and catching with a variety of different balls and using different types of throwing</li> <li>Hit the ball with a racket</li> <li>Use different shots. Play games using throwing and catching skills</li> <li>Vary strength, length and direction of throw/strike</li> <li>Know how can they make it difficult for opponent to receive ball</li> <li>Stand when receiving.</li> </ul>	<ul style="list-style-type: none"> <li>Play games using throwing and catching skills</li> <li>Vary strength, length and direction of throw</li> <li>Understand how they can make it difficult for opponent to receive ball</li> <li>Understand where to stand when receiving</li> <li>Understand attack and defence tactics</li> <li>Understand rules about the games</li> </ul>	<ul style="list-style-type: none"> <li>Use their skills to play end to end games, games over a barrier and fielding games</li> <li>Use their ability to solve problems and make decisions</li> <li>Watch others and describe what is happening</li> <li>Talk about what they have done and how they did it</li> <li>Participate in team games</li> <li>Pass and receive a ball in different ways with control and increased accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Use their skills to play end to end games, games over a barrier and fielding games</li> <li>Use their ability to solve problems and make decisions</li> <li>Watch others and describe what is happening</li> <li>Talk about what they have done and how they did it</li> <li>Participate in team games</li> <li>Pass and receive a ball in different ways with control and increased accuracy</li> </ul>



Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Striking and fielding games</b>	<ul style="list-style-type: none"> <li>▪ Focus on the technique of striking a ball with control when shown</li> <li>▪ Focus on technique on fielding a ball using under and over-arm throwing</li> <li>▪ Able to play simple games in small groups, applying rules and skills that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose, use and vary simple tactics</li> <li>▪ Recognise good quality in performance</li> <li>▪ Participate in team games</li> <li>▪ Pass and receive a ball in different ways with control and increased accuracy</li> <li>▪ Perform fielding techniques with increased control and co-ordination</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand attack and defence tactics. Understand rules about the games</li> <li>▪ Consolidate and develop the range and consistency of their skills in striking and fielding games</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throw and catch a balls at different speeds, directions and heights</li> <li>▪ Choose and use a range of simple tactics and strategies</li> <li>▪ Keep, adapt and make rules for striking and fielding games</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose, use and vary simple tactics</li> <li>▪ Recognise good quality in performance</li> <li>▪ Participate in team games</li> <li>▪ Pass and receive a ball in different ways with control and increased accuracy</li> <li>▪ Perform fielding techniques with increased control and co-ordination</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose, use and vary simple tactics</li> <li>▪ Recognise good quality in performance</li> <li>▪ Participate in team games</li> <li>▪ Pass and receive a ball in different ways with control and increased accuracy</li> <li>▪ Perform fielding techniques with increased control and co-ordination</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>▪ Learn a variety of basic gymnastic movements</li> <li>▪ Be still in different body shapes and balances and combine different ways of travelling</li> <li>▪ Move between mats and small apparatus and change the speed of movement</li> <li>▪ Handle apparatus safely</li> <li>▪ Recognise how it feels when the body is tense in a balance</li> <li>▪ Develop balance, agility, co-ordination, travelling, stillness, jumping, timing, changing shape, direction and size</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop short sequences on their own</li> <li>▪ Use imagination to find different ways of using apparatus</li> <li>▪ Form simple sequences of different actions using floor and apparatus</li> <li>▪ Have a clear start, middle and end</li> <li>▪ Have a clear focus when watching others perform</li> <li>▪ Say when a movement or skill is performed well (aesthetic appreciation)</li> <li>▪ Describe what they have done and what they have seen. (Make it easier or harder. Use advice to improve.)</li> <li>▪ Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop and perform actions</li> <li>▪ Practice and concentrate on quality of movement</li> <li>▪ Link different balances moving in and out of positions of stillness</li> <li>▪ Transfer weight smoothly from one part of body to another</li> <li>▪ Use actions on floor and over, through, across and along apparatus</li> <li>▪ Vary and apply actions on floor and apparatus</li> <li>▪ Copy a partner's sequence on floor and apparatus</li> <li>▪ Perform easy combinations of contrasting actions</li> <li>▪ Choose combinations that work in their sequences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Devise, perform and repeat sequences that include travel, body shapes and balances</li> <li>▪ Help them change sequences</li> <li>▪ Include changes of dynamics</li> <li>▪ Work with a partner and small groups to create sequences</li> <li>▪ Adapt their sequences to include apparatus and to suit partner or small group</li> <li>▪ Compare and contrast similar performances.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop short sequences on their own</li> <li>▪ Use imagination to find different ways of using apparatus</li> <li>▪ Form simple sequences of different actions using floor and apparatus</li> <li>▪ Have a clear start, middle and end</li> <li>▪ Have a clear focus when watching others perform.</li> <li>▪ Say when a movement or skill is performed well (aesthetic appreciation)</li> <li>▪ Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.)</li> <li>▪ Develop balance, agility and co- ordination of travelling, stillness, jumping, timing, changing shape, size, direction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop short sequences on their own</li> <li>▪ Use imagination to find different ways of using apparatus</li> <li>▪ Form simple sequences of different actions using floor and apparatus</li> <li>▪ Have a clear start, middle and end</li> <li>▪ Have a clear focus when watching others perform</li> <li>▪ Say when a movement or skill is performed well (aesthetic appreciation)</li> <li>▪ Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.)</li> <li>▪ Develop balance, agility and co- ordination of travelling, stillness, jumping, timing, changing shape, size, direction</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>▪ Learn basic movements relating to feelings</li> <li>▪ Learn what makes a good start and finish position in a sequence</li> <li>▪ Learn how to move their bodies in a variety of ways</li> <li>▪ Respond to different music showing a range of motions and stimulus</li> <li>▪ Perform dance movements and simple sequences using simple movement patterns</li> <li>▪ Be taught to remember and perform short dance routines to other children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of vocabulary to describe moods and how dances make them feel</li> <li>▪ Perform dances using simple movement patterns with a clear start middle and end</li> <li>▪ On their own can remember and perform short dance routines to other children (1-8 steps)</li> <li>▪ Evaluate and improve a dance performance by recording and viewing their rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement</li> <li>▪ Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20 steps</li> <li>▪ Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore and create characters and narratives in response to a range of stimuli</li> <li>▪ Compose short dances with clear start, middle and end on their own, partners and in groups</li> <li>▪ Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of vocabulary to describe moods and how dances make them feel</li> <li>▪ Perform dances using simple movement patterns with a clear start middle and end</li> <li>▪ On their own can remember and perform short dance routines to other children (several bars)</li> <li>▪ Evaluate and improve a dance performance by recording and viewing their rehearsals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of vocabulary to describe moods and how dances make them feel</li> <li>▪ Perform dances using simple movement patterns with a clear start middle and end</li> <li>▪ On their own can remember and perform short dance routines to other children (whole routines of increasing length)</li> <li>▪ Evaluate and improve a dance performance by recording and viewing their rehearsals</li> </ul>



Curriculum Area	Year 1 (1-8 steps)	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Athletics</b>	<ul style="list-style-type: none"> <li>▪ Vary their pace and speed when running</li> <li>▪ Run with a basic technique over different distances showing good posture and balance</li> <li>▪ Jog in a straight line and changing direction</li> <li>▪ Sprint in a straight line and changing direction</li> <li>▪ Maintain control as they change direction when running at different speeds</li> <li>▪ Perform different types of jumps: for example, 2 feet to 2 feet, 2 feet to 1 foot etc.</li> <li>▪ Jump as high or far as possible</li> <li>▪ Land safely and with control</li> <li>▪ Throw underarm and overarm</li> <li>▪ Throw a ball towards a target with increasing accuracy</li> <li>▪ Improve the distance they can throw by using more power</li> </ul>	<ul style="list-style-type: none"> <li>▪ Run at different paces, describing these</li> <li>▪ Use different stride lengths</li> <li>▪ Travel at different speeds</li> <li>▪ Begin to select an appropriate pace and speed for distance</li> <li>▪ Complete obstacle courses</li> <li>▪ Vary the speed and direction of travel</li> <li>▪ Begin to be able to maintain and control a run over different distances</li> <li>▪ Perform and compare types of jumps</li> <li>▪ Combine different jumps together with some fluency and control</li> <li>▪ Jump for distance from a standing position</li> <li>▪ Choose the most appropriate jumps to cover different distances</li> <li>▪ Throw different types of equipment in different ways</li> <li>▪ Throw with accuracy at targets of different heights</li> <li>▪ Investigate ways to alter throwing technique to achieve greater accuracy or distance</li> </ul>	<p>Learn a variety of travels, gestures, turns, jumps and balances with good composure and control</p> <ul style="list-style-type: none"> <li>▪ Demonstrate how different techniques can affect their performance</li> <li>▪ Focus on arm and leg action to improve sprinting technique</li> <li>▪ Begin to combine running with jumping over hurdles</li> <li>▪ Understand the importance of adjusting running pace to suit the distance being run</li> <li>▪ Use one and two feet to take off and land with</li> <li>▪ Develop an effective take-off for the standing long jump</li> <li>▪ Land safely and with control</li> <li>▪ Throw with greater control and accuracy</li> <li>▪ Show increasing control in their overarm throw</li> <li>▪ Perform a push throw</li> <li>▪ Continue to develop techniques to throw for increased distance</li> </ul>	<p>Can remember and perform a longer dance routine to others (8-20 steps)</p> <ul style="list-style-type: none"> <li>▪ Confidently demonstrate an improved technique for sprinting</li> <li>▪ Carry out an effective sprint finish</li> <li>▪ Perform a relay, focusing on baton changeover technique</li> <li>▪ Speed up and slow down smoothly</li> <li>▪ Begin to learn how to combine a hop, step and jump to perform the standing triple jump</li> <li>▪ Land safely and with control</li> <li>▪ Begin to measure the distance jumped</li> <li>▪ Perform a pull throw</li> <li>▪ Begin to measure the distance of throws</li> <li>▪ Control to develop technique to throw for increased distance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accelerate from a variety of starting positions and select their preferred position</li> <li>▪ Identify reaction times when performing a sprint start</li> <li>▪ Continue to practice and refine their technique for sprinting, focusing on an effective start</li> <li>▪ Select the most suitable pace for the distance and the fitness level in order to maintain a sustained run</li> <li>▪ Identify and demonstrate stamina – explaining its importance for runners</li> <li>▪ Improve techniques for jumping for distance</li> <li>▪ Perform an effective standing long jump and triple jump with increased confidence</li> <li>▪ Develop an effective technique for performing the standing vertical jump</li> <li>▪ Land safely and with control</li> <li>▪ Measure the distance and height jumped with accuracy</li> <li>▪ Perform a fling throw</li> <li>▪ Throw a variety of implements using a range of throwing techniques</li> <li>▪ Measure and record the distance of their throws</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practise and refine an effective springing technique, including reaction time</li> <li>▪ Run over hurdles with fluency, focusing on the lead leg technique and a constant stride pattern</li> <li>▪ Work as a team to competitively perform a relay</li> <li>▪ Confidently and independently select the most appropriate pace for different distances and different parts of a run</li> <li>▪ Demonstrate endurance and stamina over longer distances in order to maintain a sustained run</li> <li>▪ Develop the technique for the standing vertical jump</li> <li>▪ Maintain greater control during each stage of the triple jump</li> <li>▪ Develop and improve jumping techniques and support others in improving their performance</li> <li>▪ Measure jumps with confidence and accuracy</li> <li>▪ Perform a heave throw</li> <li>▪ Measure and record the distance of their throws</li> <li>▪ Continue to develop techniques to throw for increased distance and support others in improving their throwing technique</li> </ul>
<b>Health and Fitness</b>	<ul style="list-style-type: none"> <li>▪ Talk about what our bodies do during exercise e.g. breathing</li> <li>▪ Practice skills to make them warmer and cooler before and after exercises</li> <li>▪ Discuss how the body changes during exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about what our bodies do during exercise e.g breathing, start to find their pulse</li> <li>▪ Practice skills to make them warmer and cooler before and after exercises.</li> <li>▪ Discuss how the body changes during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep up an activity over a period of time and know what they need to warm up and cool down for physical activity</li> <li>▪ Recognise and describe what their bodies feel like during different types of activity</li> <li>▪ Describe what happens to their heart, breathing and temperature during different types of athletic activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn some of the main muscles groups during warm up and cool down</li> <li>▪ Start to take their pulse before, during and after exercise and explain the effect</li> <li>▪ Know a warm routine involving dynamic stretches , led by an adult or child</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about what our bodies do during exercise e.g breathing, start to find their pulse</li> <li>▪ Practice skills to make them warmer and cooler before and after exercises</li> <li>▪ Discuss how the body changes during exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about what our bodies do during exercise e.g breathing, start to find their pulse</li> <li>▪ Practice skills to make them warmer and cooler before and after exercises</li> <li>▪ Discuss how the body changes during exercise</li> </ul>



Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Outdoor and Adventurous Activities</b>	<ul style="list-style-type: none"> <li>▪ Follow a set of instructions to reach a destination</li> <li>▪ Understand simple language related to position and location using key landmarks to describe places and directions</li> <li>▪ Work with a partner or small group</li> <li>▪ Solve simple problems using basic instructions or equipment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orientate themselves with increasing confidence and accuracy around a short trail</li> <li>▪ Provide instructions for others to follow</li> <li>▪ Work with a partner or small group</li> <li>▪ Solve simple problems using basic instructions or equipment, beginning to select appropriate equipment to support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orientate themselves with accuracy around a short trail</li> <li>▪ Give instructions to others to create a trail</li> <li>▪ Start to recognise the features and elements of an orienteering course</li> <li>▪ Use effective communication to begin to work as a team</li> <li>▪ Identify symbols used on a key</li> </ul>	<ul style="list-style-type: none"> <li>▪ Start to orientate themselves with increasing confidence and accuracy around an orienteering course</li> <li>▪ Contribute with others to the design of an orienteering course that can be followed</li> <li>▪ Begin to use navigation equipment to orientate around a trail</li> <li>▪ Communicate clearly with others in a team</li> <li>▪ Understand different roles within a team and the different skills needed for these</li> <li>▪ Associate the meaning of a key in the context of the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orientate themselves with increasing confidence and accuracy around an orienteering course</li> <li>▪ Design of an orienteering course that can be followed</li> <li>▪ Use navigation equipment to orientate around a trail with increasing confidence and accuracy</li> <li>▪ Use clear communication to effectively complete a particular role in a team</li> <li>▪ Complete orienteering activities both as part of a team and independently</li> <li>▪ Identify a key on a map and begin to use the information in activities</li> <li>▪ Improve a trail or course</li> <li>▪ Experience a range of challenging activities which require increasing levels of skill and which extend individual comfort zones e.g. water sports / archery / high ropes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orientate themselves with confidence and accuracy around an orienteering course when under pressure</li> <li>▪ Design an orienteering course that is clear to follow and offers challenge to others</li> <li>▪ Confidently use navigation equipment to improve the trail, with increasing skill and accuracy</li> <li>▪ Use clear communication to effectively complete a particular role in a team</li> <li>▪ Complete orienteering activities both as part of a team and independently</li> <li>▪ Use a range of map styles and make an informed decision on the most effective</li> <li>▪ Use a compass for navigation</li> <li>▪ Listen to feedback to improve a course</li> <li>▪ Experience a range of challenging activities which require increasing levels of skill and which extend individual comfort zones e.g. water sports / archery / high ropes</li> </ul>
<b>Swimming and Water safety</b>				<ul style="list-style-type: none"> <li>▪ Put face in water and blow bubbles</li> <li>▪ To swim 10m without support</li> <li>▪ Develop the techniques of swimming front and back crawl</li> <li>▪ Fully submerge in water</li> </ul>	<ul style="list-style-type: none"> <li>▪ Swim 20m in any stroke unaided</li> <li>▪ Develop front crawl, back crawl and breaststroke techniques including the use of breathing</li> <li>▪ Fully submerge in water</li> </ul>	<ul style="list-style-type: none"> <li>▪ Swim 25m with out the use of swimming aids</li> <li>▪ Perform a range of swimming strokes confidently</li> <li>▪ Know and demonstrate the skills of performing a safe water rescue</li> </ul>
<b>Additional Notes</b>	<ul style="list-style-type: none"> <li>▪ In all areas, children will be taught how to give and receive feedback from their peers</li> <li>▪ All children should have the opportunity to take part in competitions (within school and whilst representing the school against others)</li> <li>▪ All children should develop the understanding that competitive sport is about giving your best as part of a team and learning from these performances – and that these are the most important factors</li> </ul>					