

National Curriculum:	<p>KS2:</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>SWIMMING: KS2</u></p> <p><u>Years 3,4,5:</u></p> <ul style="list-style-type: none"> • To develop basic pool safety and confidence in water • To develop push and glides, any kick action front or back • To develop entry and exit, travel further and float • To show breath control • Tread water • Can swim at least 25 metres • Can use different strokes when swimming on front or back <p><u>By then end of Y6:</u></p> <ul style="list-style-type: none"> • 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
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Year 3	<u>Dance</u>	<u>Gymnastics</u>	<u>Invasion games</u> <i>Football, netball, basketball, hockey, rugby, volleyball)</i>	<u>Net/ wall games</u> <i>Tennis / badminton</i>	<u>Striking/ fielding</u> <i>Rounders, golf, baseball, cricket</i>	<u>Multiskills/ athletics</u>	<u>Health and Fitness (circuits)</u>	<u>Orienteering</u>	<u>Evaluating and improving</u>
	<p>To improvise freely, translating ideas from a stimulus into a movement.</p> <p>To create dance phrases that communicate ideas.</p> <p>To share and create dance phrases with a partner/ small group (start, middle, end)</p> <p>To repeat, remember and perform these phrases in a dance.</p> <p>To use dynamic, rhythmic and expressive qualities clearly and with control.</p>	<p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of the body to another.</p> <p>Use actions on floor and over/through/across/ along the apparatus.</p> <p>Vary and apply actions on floor and apparatus.</p>	<p>Collaborate using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession of the ball.</p> <p>Remain in control of the ball when travelling.</p> <p>Look when travelling and what happens after they pass the ball.</p> <p>Play games that involve keeping possession and scoring targets. (small mini games)</p> <p>Know which passes are best to use in different situations.</p>	<p>Practice throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Hit the ball with a racket.</p> <p>Play games using throwing and catching games.</p> <p>Vary strength, length and direction of the throw.</p> <p>Know how they can make it difficult for the opponent to receive the ball.</p> <p>Understand how to be ready to receive the ball.</p> <p>Understand attacking and defending tactics.</p>	<p>Consolidate and develop the range and consistency in their skills in striking and fielding games.</p> <p>To use a range of throwing, striking, intercepting and stopping a ball with some control and accuracy.</p>	<p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p> <p>Can run at different speeds.</p> <p>Can jump from a standing position (2 foot to 2 foot)</p> <p>Can perform a variety of throws with basic control.</p>	<p>Keep up an activity over a period of time.</p> <p>Understand they need to warm up and cool down before activity.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Describe what happens to their heart, breathing and</p>	<p>To work as part of a team to complete challenges.</p> <p>Children take part in problem solving activities promoting and developing teamwork.</p> <p>Children to develop and acquire skills in map reading, basic symbols, and gain confidence and competence</p>	<p>Can explain what is similar and different between others and myself.</p> <p>I can use observations to improve my work.</p>

	<p>To recognise and talk about the movements used and the expressive qualities of dance.</p> <p>Learn a variety of gestures, turns, jumps and balances with good control and composure.</p>	<p>Perform easy combinations of contrasting actions.</p> <p>Chose combinations that work in sequences.</p>	<p>Find a space to receive the ball.</p> <p>Know what to think about when a team has/hasn't got the ball.</p> <p>Understand patterns of play – where should the players be.</p>	<p>Understand the rules about the game they are playing.</p>		<p>Participate in sports day</p>	<p>temperature during different types of athletic activity.</p>	<p>in using in maps and diagrams</p>	
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Year 4	<u>Dance</u>	<u>Gymnastics</u>	<u>Invasion games</u> <i>Football, netball, basketball, hockey, rugby, volleyball)</i>	<u>Net/ wall games</u> <i>Tennis / badminton</i>	<u>Striking/ fielding</u> <i>Rounders, golf, baseball, cricket</i>	<u>Multiskills/ athletics</u>	<u>Health and Fitness (circuits)</u>	<u>Orienteering</u>	<u>Evaluating and improving</u>
	<p>To respond imaginatively to a range of stimuli related to the character/ narrative</p> <p>To use simple motifs and movement patters to structure dance phrases of their own, with a partner and in a group</p> <p>To refine, repeat and remember dance phrases</p> <p>To perform dances clearly and fluently including a start, middle and end</p> <p>Develop basic actions and skills using: dynamics, space and relationships, travelling, gestures, turns, jumps and balances with good composure and control</p>	<p>Devise, perform and repeat sequences, which include travelling, body shapes and balances with control.</p> <p>To plan, perform and repeat longer sequences including changes of dynamics, levels, clear shapes and quality of movement</p> <p>Help them to change sequences.</p> <p>Work with a partner/ small groups to create short sequences</p> <p>Adapt their sequences to include</p>	<p>Play small games thinking about how to use the space and help the team.</p> <p>Score more regularly with less mistakes.</p> <p>Chose and adapt techniques to keep possession and give their team a chance to shoot.</p> <p>Plan ideas and tactics.</p> <p>Know what rules make the game fair.</p> <p>Understand simple patterns of play.</p> <p>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.</p>	<p>Play games using throwing and catching skills.</p> <p>Beginning to use simple tactics for sending the ball in different directions to make it difficult for the opponent to receive the ball.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand where to stand when receiving the ball.</p> <p>Choose a range of attacking and defending tactics.</p> <p>Understand the rules about the games they are playing.</p>	<p>Throw and catch a ball at different speeds, directions and heights.</p> <p>Chose and use a range of simple tactics and strategies with some success.</p> <p>Keep, adapt and make rules for striking and fielding games.</p>	<p>Children develop their technique for running at shorter and longer distances, throwing for distance and jumping / leaping for height and distance.</p> <p>To understand and demonstrate the difference between sprinting and running for distance.</p> <p>To demonstrate a range of throwing techniques.</p> <p>To throw with some accuracy and power</p>	<p>Learn some of the main muscle groups during warm up and cool down</p> <p>Start to understand how to take their pulse (before, during, and after exercise) and explain the effect.</p> <p>Know and understand why we warm up and cool down.</p> <p>Be able to lead a short warm up with dynamic stretches.</p> <p>To explain the process of warming up and cooling</p>	<p>To follow an orienteering course.</p> <p>Children to acquire and develop skills in map reading using more complex keys and symbols to navigate (in pairs/ small groups/ teams) around a small course.</p> <p>To develop teamwork through problem solving.</p>	<p>I can modify skills to improve my work.</p> <p>I can comment on what skills myself and others have used.</p> <p>I can comment on ways to improve for both others and myself.</p>

	<p>To show sensitivity to the dance idea and the accompaniment.</p>	<p>apparatus / partner / small group</p> <p>Compare and contrast similar performances</p>				<p>into a target area.</p> <p>To perform a range of jumps, showing consistency in technique and sometimes using a short run up (2 foot to 2 foot and 1 foot to 2 foot)</p> <p>Participate in sports day</p>	<p>down (linked to heart rate)</p>		
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Year 5	<u>Dance</u>	<u>Gymnastics</u>	<u>Invasion games</u> <i>Football, netball, basketball, hockey, rugby, volleyball)</i>	<u>Net/ wall games</u> <i>Tennis / badminton</i>	<u>Striking/ fielding</u> <i>Rounders, golf, baseball, cricket</i>	<u>Multiskills/ athletics</u>	<u>Health and Fitness (circuits)</u>	<u>Orienteering</u>	<u>Evaluating and improving</u>
	To compose motifs and plan dances creatively and collaboratively in groups for a given audience	Explore range of symmetric and asymmetric shapes and balances.	Show ways to keep the ball away from defenders. Understand how to shield the ball.	Hold and swing racquet and understand where to stand on the court when catching/ hitting / receiving.	Develop the range of consistency in their skills, specifically in striking and fielding games.	Choose their favourite ways of running, jumping and throwing.	To understand how stamina and power help people to perform well.	To follow a map/ diagram and identify features on the map and adapt to different settings.	I can analyse and explain why I have used specific skills.
	To adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they are using.	Control actions and combine them fluently. Be aware of extension, body tension and control.	Change speed, direction with the ball to get away from a defender. Shoot accurately in a variety of ways.	Understand the need for tactics. To apply rules of the game consistently and fairly.	To use a range of fielding skills, EG catching, throwing, bowling and intercepting with growing control and consistency.	To choose the best pace for a running event, so they can sustain their running and improve on their time.	Can take a pulse and name some of the muscles correctly and can explain the effects of exercise on the body.		I can create success criteria to evaluate my work.
	To perform different styles of dance clearly and fluently.	Move from floor to apparatus, change levels and move safely.	Mark an opponent. Watch and evaluate the success of games they play in. Identify parts of the game that are going well and parts that need improving.	Hit the ball/ receive/ catch on both sides of the body and above the head.		Understand how to pace themselves for a longer distance run.	Can begin to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up depending on the activity.		
	Compose more complex routines with clear sections, starting to use: canon, unison, repetition, changing direction, levels, dynamics, space and relationships	Combine movements with others in a group (matching and mirroring) Watch a performance and evaluate its success, identifying what went well and what needs improving.	Explain how confident they feel in different positions. Change pitch size to make the game better.	Use different types of shots/ passes within a game. Improve accuracy. Explain why they or others are playing well. Understand practices to help with precision, consistency and	To work collaboratively in a range of groups in small games.	To show control at take-off/ landing during a jump. To show accuracy and good technique when throwing for distance.	Understand why exercise is good for their fitness, mental health and wellbeing.		

				<p>speed around the court.</p> <p>To use simple tactics for sending the ball in different directions to make it difficult for the opponent to receive the ball.</p>		<p>Mark a run up for throwing and jumping.</p> <p>Watch others and evaluate success.</p> <p>Participate in sports day</p>			
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Year 6	<u>Dance</u>	<u>Gymnastics</u>	<u>Invasion games</u> <i>Football, netball, basketball, hockey, rugby, volleyball)</i>	<u>Net/ wall games</u> <i>Tennis / badminton</i>	<u>Striking/ fielding</u> <i>Rounders, golf, baseball, cricket</i>	<u>Multiskills/ athletics</u>	<u>Health and Fitness (circuits)</u>	<u>Orienteering</u>	<u>Evaluating and improving</u>
	<p>To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</p> <p>To perform to an accompaniment expressively and sensitively.</p> <p>Compose more complex routines with clear sections, using unison, canon, and repetition, changing dynamics, space and relationships.</p> <p>To perform dances fluently and with control.</p> <p>To warm up and cool down independently.</p>	<p>To create longer, more complex routines including changes of direction, level and speed.</p> <p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>To combine and perform gymnastic actions, shapes and balances.</p> <p>To develop strength, flexibility, and technique.</p> <p>To show clarity, fluency, accuracy and consistency in</p>	<p>Understand when a team has the ball they are attacking and when they do not have the ball they are defending.</p> <p>Understand different ways of attacking and defending and encourage them to use positions for their team carefully.</p> <p>Chose correct formations and tactics for attack and defence.</p> <p>Understand how to get ready for games.</p> <p>To play effectively as part of a team.</p>	<p>Devise a scoring system.</p> <p>Hit the ball away from opponent, beginning to understand how to outwit them using speed, height and direction of the ball.</p>	<p>Enjoy collaborating, communicating and competing with each other.</p> <p>Use and adapt rules, strategies and tactics, using their knowledge of batting and fielding.</p> <p>Play competitive games, and apply basic principles suitable for attacking and defending.</p> <p>Develop and adapt striking, fielding, throwing and</p>	<p>Develop consistency of their actions in a number of events.</p> <p>Sustain pace over a variety of distances.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Outdoor and adventurous activities on residential.</p> <p>Use running, throwing and jumping in isolation and in combination.</p>	<p>Know some ideas for warm ups.</p> <p>Know what makes a good warm up/ cool down.</p> <p>Know how to check playing area.</p> <p>Know how exercising improves your fitness and wellbeing,</p> <p>Can take pulse, and name some muscles correctly, explaining which ones need to be warmed up for different activities.</p>	<p>Continue to apply and develop a broader range of skills.</p> <p>Enjoy communicating, collaborating and competing with each other.</p> <p>Children to acquire skills in rope tying and shelter building.</p> <p>Children can plan and navigate a variety of orientation challenges as an individual, pair or small group/ team.</p>	<p>I can compare my performance with previous ones.</p> <p>I can demonstrate improvement to achieve my best.</p>

	<p>To understand how dance helps to keep them healthy.</p> <p>To talk about dance with understanding, using appropriate language and terminology.</p>	<p>their movements.</p> <p>Use a combination of dynamics to use the space effectively.</p> <p>Plan a sequence and adapt it to equipment.</p>			<p>catching skills to different heights and distances in small and large games.</p> <p>Thinking about when to use over/under throws</p>				
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