



| Aspect | Nursery/Reception | Year 1/Year 2 (KS1) | Year 3/Year 4 (LKS2) | Year 5/Year 6 (UKS2) |
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| Gymnastics (Based on Val Sabin Primary Gymnastics) | <p>Travel with control in a variety of ways.</p> <p>Move different parts of the body in a controlled way when stationary.</p> <p>Use a range of equipment to move with, on/off, over, under, along and through.</p> <p>Know, understand & demonstrate how to move objects and equipment safely.</p> <p>Use a range of small equipment and apparatus with increasing control and accuracy.</p> <p>Show an awareness of personal and general space.</p> <p>Start and stop on a given signal.</p> <p>Travel with changes of speed.</p> <p>Move & respond to a range of stimuli including percussion, voice, taped music, sometimes showing rhythm and movement memory and sometimes demonstrating independent thought.</p> <p>Take turns with equipment.</p> <p>Follow the rules of a game.</p> <p>Share space and equipment safely with others.</p> <p>Dress and undress independently.</p> | <p>Demonstrate a range of actions for basic skills showing control, co-ordination & consistency on the floor & using apparatus:</p> <p>Travel confidently & competently on different body parts, including hands & showing different shapes.</p> <p>Bounce, hop, spring, jump and land using a variety of take-offs and landings.</p> <p>Rotate & twist on different body parts and roll sideways and forwards.</p> <p>Hold a still, balanced position on large and small body parts/combination of body parts.</p> <p>Use space & apparatus safely.</p> <p>Lift, carry and erect their own apparatus, co-operating in small groups.</p> <p>Choose appropriate movements or skills they have learned and link them creatively:</p> <p>Plan sequences or patterns of 3 or more movements which they can remember & repeat</p> <p>Show sequences which have a clear</p> | <p>Know & use an increased range of skills both on the floor and on apparatus showing greater control & accuracy:</p> <p>Travel fluently in a variety of ways & demonstrate different pathways.</p> <p>Understand & demonstrate a change of front or direction.</p> <p>Bounce & jump to receive & transfer body weight safely.</p> <p>Rotate & roll on different body parts in different directions showing variety of shape, size & speed.</p> <p>Balance to show specific planned shapes eg. symmetrical & asymmetrical.</p> <p>Use space & more complex apparatus safely & co-operate in pairs & small groups.</p> <p>Be responsible for the safe moving & construction of their own apparatus.</p> <p>Select appropriate skills & movements to plan & create sequences:</p> <p>Understand & show how to move into</p> | <p>Identify & demonstrate a wide range of skills both on the floor & apparatus and use them in sequences with greater precision, fluency & consistency:</p> <p>Travel fluently in a variety of ways taking weight on hands. Show fluency & control when performing travelling skills & travel rhythmically with a partner or small group in synchronisation or canon.</p> <p>Understand & demonstrate the 5 basic jumps showing different shapes & directions in the air, and show flight from feet to hands & back to feet again.</p> <p>Identify & use rotation or rolling around 3 different axes.</p> <p>Use balances to make holes or barriers for a partner to travel over, under or around & to match, mirror & contrast with a partner. Make linked balances with a partner & extend them by pushing or pulling against a partner in counter-balance/counter-tension.</p> <p>Use space & apparatus safely in 2s and small groups.</p> <p>Know the principles of safe siting of apparatus & take apparatus allocated to</p> |

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| | <p>Develop positive attitudes towards a healthy lifestyle.</p> | <p>beginning, middle & end.</p> <p>Demonstrate an understanding of how to create different pathways and move in different directions.</p> <p>Demonstrate contrasts in level, speed & shape.</p> <p>Perform a limited range of skills with a partner on the floor & apparatus using simple relationships (eg. Follow my leader) & working side by side.</p> <p>Describe actions that they & others are doing:</p> <p>Observe & copy the movements of others.</p> <p>Use the observation & information to practise and improve the quality & control of their own work.</p> <p>Use the understanding to adapt work safely from floor to apparatus.</p> <p>Use appropriate vocabulary to describe what they & others are doing.</p> <p>Recognise & describe how their bodies feel when fully extended:</p> <p>Be active throughout the lesson & willingly practise to improve.</p> <p>Feel a rise in temperature & feel that they become tired after vigorous activity.</p> <p>See that different muscles & limbs are working hard, and that faces look red after vigorous exercise.</p> | <p>and from a range of skills with control.</p> <p>Identify & use planned variations in speed levels, directions & pathways.</p> <p>Create sequences with a partner on floor & apparatus using a range of relationships (eg. Follow my leaders, side by side & travelling over & under).</p> <p>Recognise & describe how well a sequence has been formed using appropriate terminology:</p> <p>Describe what they intend to produce.</p> <p>Observe & describe the movements of others in appropriate language.</p> <p>Understand what makes a good sequence.</p> <p>Analyse & say why they like a sequence & use the information to practise & improve their own work.</p> <p>Recognise that gymnastic activity is a good activity for health & well-being and how to practise safely:</p> <p>Know that regular exercise improves health, makes you feel good & maintains a healthy body weight.</p> <p>Know that exercise helps body parts to work well.</p> <p>Know that exercise strengthens bones & muscles and helps to keep joints flexible.</p> | <p>construct their own simple groups specific for the purpose.</p> <p>Design & create imaginative sequences and develop them in more challenging circumstances:</p> <p>Identify & use planned variations in speed, levels, directions & pathways.</p> <p>Understand that a well balanced sequence contains elements of all categories of movement: travel, jump, turn & balance.</p> <p>Adapt, refine & develop movement & skills to work co-operatively & sympathetically with a partner, or in small groups, and understand the range of partner relationships which may be used.</p> <p>Sustain concentration & practise to improve.</p> <p>Adapt & transfer sequences from floor to more challenging apparatus.</p> <p>Observe & analyse a sequence then evaluate it using appropriate terminology & suggest ways to improve it:</p> <p>Understand the compositional principles of sequencing & recognise when they are absent.</p> <p>Work independently as an individual or collectively in pairs or small groups to construct, practise, evaluate & improve the composition and quality of a</p> |
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| | | <p>Know that breathing becomes quicker & the heart pumps faster.</p> <p>Know that regular exercise improves health, makes you feel good & helps the body to work well.</p> | <p>Know that exercise can help you feel good about yourself & about being with others, and involves sharing & co-operation.</p> <p>Know that any skill should be learned & practised in a progressive way.</p> | <p>sequence of movement.</p> <p>Accept advice & use it in a reflective way to improve the quality of their work.</p> <p>Understand the short term effect of exercising in gymnastic activities & how to warm up and practise safely:</p> <p>Know that large working muscles need a supply of oxygen to keep going & this is provided by faster breathing & heart rate.</p> <p>Know that temperature increases as working muscles produce energy as heat, and the skin becomes moist & sticky in order to cool the body down & avoid overheating.</p> <p>Know that we become flushed during exercise or after exercise because blood vessels become wider & closer to the surface of the skin.</p> <p>Know how to warm up & cool down and the reasons for doing so.</p> |
| <p>Dance (Based on DDMIX)</p> | <p>Move confidently and safely in their own and general space whilst exploring basic actions; e.g. travelling, jumping and balancing. Create and repeat a variety of short dances inspired by a range of stimuli.</p> <p>Explore moving into a free space individually, with a partner and a small group.</p> | <p>Move confidently and safely in their own and general space whilst exploring basic actions; e.g. travelling, jumping and balancing. Create and repeat a variety of short dances inspired by a range of stimuli. (Revisited from EYFS.)</p> <p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.</p> | <p>Perform dances, focusing on creating, adapting and linking a range of dance actions, inspired by a variety of subjects, including some traditional, social and/or historical dances.</p> <p>Work with a partner and in small groups, developing an awareness of the historical and cultural origins of different dances.</p> <p>Create characters and narrative</p> | <p>Learn different styles of dance and focus on dancing with other people. Create, perform and watch dances in a range of styles working with partners and groups.</p> <p>Consider how to use movement to explore and communicate ideas and issues, and own feelings and thoughts.</p> <p>Develop an awareness of the historical and cultural origins of</p> |

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| | <p>Explore different ways to move body parts.</p> <p>Explore and identify basic travelling movements whilst moving confidently in the space.</p> <p>Explore moving different body parts in contrasting ways, in relation to stimuli.</p> <p>Explore jumping in a space.</p> <p>Create a simple dance sequence using movements inspired by specific characteristics.</p> <p>Create a dance phrase using basic travel and jumping actions.</p> <p>Explore gesture using a variety of body parts.</p> <p>Explore and understand balance, using visual images.</p> <p>Use gestures and movement to convey a character.</p> <p>Use travel, jumps and balance to create a simple dance sequence.</p> <p>Create a dance sequence, using a character as a stimulus.</p> | <p>Compose and perform dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.</p> <p>(Revisited from EYFS)</p> <p>Explore moving into a free space independently, with a partner and a small group.</p> <p>Explore different ways to move body parts.</p> <p>Explore and identify basic travelling movements whilst moving confidently in the space.</p> <p>Explore moving different body parts in contrasting ways, in relation to stimuli.</p> <p>Explore jumping in a space.</p> <p>Create a dance phrase using basic travel and jumping actions.</p> <p>Explore gesture using a variety of body parts.</p> <p>Use gestures and movement to convey a character.</p> <p>Explore and understand balance, using visual images.</p> <p>Create a dance sequence, using a character as a stimulus.</p> <p>(New to KS1)</p> <p>Explore different travelling movements that express a feeling.</p> | <p>through movement and gesture.</p> <p>Gain inspiration from a range of subjects.</p> <p>Consider how to use movement to explore and communicate ideas and issues, and own feelings and thoughts.</p> <p>Move to a beat or rhythm, using basic actions.</p> <p>Move to a rhythmic pattern.</p> <p>Link the key movements to form the DDMIX African dance sequence.</p> <p>Create a short dance phrase using the rhythmic pattern of an African dance.</p> <p>Work in groups to combine African inspired dance phrases.</p> <p>Perform, watch & evaluate a dance sequence, providing constructive feedback.</p> <p>Identify dynamics in music and apply the appropriate movement.</p> <p>In response to visual stimuli, create a movement phrase using dynamics.</p> <p>Combine two phrases to create a dance of two parts (binary: AB).</p> <p>Demonstrate the use of dynamics through a Japanese dance.</p> <p>Use shape and formation when performing the key movements of a Japanese dance.</p> | <p>different dances.</p> <p>Focus on different characters and visual images as the starting point for composing, performing and watching dance.</p> <p>Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison.</p> <p>Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison.</p> <p>Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group.</p> <p>Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics.</p> <p>Link the key movements to form the DDMIX Hand jive. Create their own hand jive sequence.</p> <p>Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback.</p> <p>Learn the key movements of the DDMIX Arabic dance, demonstrating clear dynamics.</p> <p>Link key movements to form the DDMIX Arabic dance.</p> <p>Choreograph an Arabic dance sequence,</p> |
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| | | <p>Perform a movement phrase that illustrates a feeling.</p> <p>Change the order of movements to create a dance sequence using contrasting feelings.</p> <p>Explore different feelings using music as stimuli.</p> <p>Mirror movements of a partner.</p> <p>Create a dance phrase, using music as the stimulus.</p> <p>Adapt a dance sequence to communicate a mood or a feeling.</p> <p>Explore and identify a range of actions with levels.</p> <p>Create and perform a motif to music with a partner.</p> <p>Create a beginning to a dance sequence that uses simple canon.</p> <p>Create & perform a dance sequence with clear beginning, middle and end.</p> <p>Explore jumping and gesture.</p> <p>Explore turning and movement qualities.</p> <p>Explore changes of speed and level using shapes and actions.</p> <p>Explore and create moments of stillness.</p> <p>Identify qualities of movement and apply</p> | <p>Create a beginning and an end to the DDMIX Japanese dance.</p> <p>Work constructively in groups.</p> <p>Learn the key movements of the DDMIX 1980s & Disco dances, demonstrating clear dynamics.</p> <p>Link the 1980s key movements to form a dance. Perform with a partner using changes of level and direction.</p> <p>Create a character & narrative within a 1980's dance.</p> <p>Create a dance sequence with a narrative from everyday activities.</p> <p>Make changes of level and direction to an everyday activity dance sequence, whilst applying group formation.</p> <p>Combine the everyday activity sequence into the DDMIX 1980's dance. Perform and evaluate dance sequence.</p> <p>Explore simple canon using disco movements.</p> <p>Apply cumulative canon and unison to a disco dance.</p> <p>Create a disco dance sequence inspired by visual stimuli.</p> <p>Experiment with different levels, direction and group formations in a disco dance sequence.</p> <p>Perform a disco dance sequence combining given and devised movements. Perform and evaluate</p> | <p>focusing on contrasting dynamics.</p> <p>Apply a choreographic device to an Arabic dance sequence.</p> <p>Create an Arabic dance sequence by linking given and devised movements.</p> <p>Perform an Arabic dance using contrasting dynamics and expression.</p> <p>Learn the key movements of the DDMIX Charleston dance, demonstrating clear dynamics.</p> <p>Link the Charleston key movements to form a sequence. Use expression and scale of movement to show character.</p> <p>Perform a Charleston dance, using expression for comic effect.</p> <p>Learn the key movements of a 1960s dance, demonstrating clear dynamics.</p> <p>Link the key movements to form the 1960s dance. Create a 1960s sequence from auditory stimuli.</p> <p>Perform a 1960s dance sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback.</p> <p>Learn the key movements of the DDMIX Bollywood dance, demonstrating clear dynamics.</p> <p>Link the key movements to form the DDMIX Bollywood dance. Give constructive feedback on a performance.</p> |
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| | | <p>them to portray a character.</p> <p>Create movements associated with animals you would find in Africa.</p> <p>Create motifs to represent animals/ creatures, using Safari as a stimulus.</p> <p>Link movements to motifs to create a dance sequence, using Safari as a stimulus.</p> <p>Create the beginning of a dance sequence.</p> <p>Create a simple dance sequence using movements inspired by specific characteristics.</p> <p>Use travel, jumps and balance to create a simple dance sequence.</p> <p>Link and adapt dance sequences.</p> <p>Create and perform two linked dance sequences.</p> <p>In groups, create a beginning and end position to a dance sequence, using Safari as a stimulus.</p> <p>Create a dance sequence with a clear beginning, middle and end, focussing on movement qualities.</p> <p>Create a dance sequence using contrasting movement qualities.</p> <p>Perform a dance sequence in a group, using changes of speed.</p> <p>Perform a dance sequence as a class, focusing on linking movements and</p> | <p>providing constructive feedback.</p> <p>Work constructively as a group.</p> | <p>Understand how a dance is formed.</p> <p>Create a motif using pictures as stimuli.</p> <p>Create a Bollywood dance phrase to tell a story.</p> <p>Link a motif and a phrase to form a dance, adding a clear beginning and end.</p> <p>Perform a Bollywood dance using both given and devised sequences. Evaluate a performance, providing constructive feedback.</p> |
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| | | <p>formation.</p> <p>Understand the importance of warming up the body. Create a warm up sequence.</p> | | |
| <p>Games (Own model, based on Twinkl and Acorns' sports coach)</p> | <p>Striking & hitting a ball (striking sports):</p> <p>Hit a ball with a bat or racquet.</p> <p>Throwing, catching and passing a ball (net/wall games, handball, netball):</p> <p>Roll equipment in different ways.</p> <p>Throw underarm</p> <p>Throw an object at a target.</p> <p>Catch equipment using 2 hands.</p> <p>Travelling with a ball, possession, using space, attacking & defending (football, hockey/quicksticks):</p> <p>Move a ball in different ways, including bouncing & kicking.</p> <p>Use equipment to control a ball.</p> <p>Move safely around the space & equipment.</p> <p>Travel in different ways, including sideways & backwards.</p> <p>Play a range of chasing games.</p> <p>Tactics & Rules, Compete & Perform, Evaluate (all games):</p> <p>Follow simple rules.</p> | <p>Striking & hitting a ball (striking sports):</p> <p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking & fielding games.</p> <p>Position the body to strike a ball.</p> <p>Throwing, catching and passing a ball (net/wall games, handball, netball):</p> <p>Throw underarm & overarm.</p> <p>Catch & bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing & consistent catching.</p> <p>Throw different types of equipment in different ways, for accuracy & distance.</p> <p>Throw, catch & bounce a ball with a partner.</p> <p>Use throwing & catching skills in a game.</p> <p>Throw a ball for distance.</p> | <p>Striking & hitting a ball (striking sports):</p> <p>Demonstrate successful hitting & striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate)</p> <p>Practise the correct batting technique & use it in a game.</p> <p>Strike the ball for a distance.</p> <p>Use a bat or racquet or stick to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least 2 different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving & stationary ball.</p> <p>Throwing, catching and passing a ball (net/wall games, handball, netball):</p> <p>Throw & catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball & use it in a game.</p> | <p>Striking & hitting a ball (striking sports):</p> <p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique & use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p> <p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p> <p>Throwing, catching and passing a ball (net/wall games, handball, netball):</p> <p>Consolidate different ways of throwing & catching, and know when each is appropriate in a game.</p> <p>Throw & catch accurately and</p> |

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| | <p>Control body when performing a sequence of movements.</p> <p>Participate in simple games.</p> <p>Talk about what they have done.</p> <p>Talk about what others have done.</p> | <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p> <p>Pass the ball to another player in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Travelling with a ball, possession, using space, attacking & defending (football, hockey/quicksticks):</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards & backwards) with control & fluency.</p> <p>Bounce & kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Use different ways of travelling at different speeds & following different pathways, directions or courses.</p> <p>Change speed & direction whilst running.</p> <p>Begin to choose & use the best space in a game.</p> <p>Begin to use the terms attacking & defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use at least one technique to attack or</p> | <p>Perform a range of catching & gathering skills with control.</p> <p>Catch with increasing control & accuracy.</p> <p>Throw a ball in different ways (eg. High, low, fast or slow)</p> <p>Develop a safe & effective overarm bowl.</p> <p>Develop different ways of throwing & catching.</p> <p>Pass the ball in 2 different ways in a game situation with some success.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Travelling with a ball, possession, using space, attacking & defending (football, hockey/quicksticks):</p> <p>Move with a ball in a variety of ways with some control.</p> <p>Use 2 different ways of moving with a ball in a game.</p> <p>Move with the ball using a range of techniques showing control & fluency.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Occasionally contribute towards helping their team to keep & win back possession of the ball in a team game.</p> <p>Find a useful space & get into it to support teammates.</p> <p>Make the best use of space to pass &</p> | <p>successfully under pressure in a game.</p> <p>Pass a ball with speed & accuracy using appropriate techniques in a game situation.</p> <p>Choose & make the best pass in a game situation, and link a range of skills together with fluency eg. passing & receiving the ball on the move.</p> <p>Travelling with a ball, possession, using space, attacking & defending (football, hockey/quicksticks):</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways and begin to link together.</p> <p>Show confidence in using ball skills in various ways in a game situation and link these together effectively.</p> <p>Keep and win back possession of the ball effectively in a variety of ways in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Demonstrate a good awareness of space.</p> <p>Choose the best tactics for attacking & defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Think ahead & create a plan of attack &</p> |
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| | | <p>defend to play a game successfully.</p> <p>Tactics & Rules, Compete & Perform, Evaluate (all games):</p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Perform using a range of actions & body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities & team games.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self & others.</p> <p>Watch & describe performances.</p> <p>Begin to say how they could improve.</p> <p>Watch & describe performances & use what they see to improve their own performance.</p> <p>Talk about the differences between their</p> | <p>receive the ball.</p> <p>Use simple attacking & defending rules skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Use a range of attacking & defending skills & techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Tactics & Rules, Compete & Perform, Evaluate (all games):</p> <p>Apply & follow rules fairly.</p> <p>Understand & begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking & fielding game fairly.</p> <p>Vary the tactics they use in a game,</p> <p>Adapt rules to alter games.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills & techniques with control & confidence.</p> <p>Compete against self & others in a controlled manner.</p> <p>Watch, describe & evaluate the effectiveness of a performance, giving ideas for improvements.</p> <p>Describe how their performance has improved over time.</p> <p>Modify their use of skills or techniques to</p> | <p>defence.</p> <p>Apply knowledge of skills for attacking & defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Tactics & Rules, Compete & Perform, Evaluate (all games):</p> <p>Know when to pass & when to dribble in a game.</p> <p>Devise & adapt rules to create their own game.</p> <p>Follow & create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Consistently perform & apply skills and techniques with accuracy & control.</p> <p>Perform & apply a variety of skills & techniques confidently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics & composition.</p> <p>Choose & use criteria to evaluate own & others' performances, suggesting thoughtful & appropriate improvements.</p> <p>Explain why they have used particular skills or techniques, and the effect they had on their performance.</p> |
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| | | work & that of others. | achieve a better result. | |
| <p>Athletics (Own model, based on Twinkl and Acorns' sports coach)</p> | <p>Running:</p> <p>Run in different ways for a variety of purposes.</p> <p>Jumping:</p> <p>Jump in a range of ways, landing safely.</p> <p>Throwing:</p> <p>Roll equipment in different ways. Throw underarm.</p> <p>Throw an object at a target.</p> <p>Compete & Perform, Evaluate (as above for games)</p> | <p>Running:</p> <p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance. Jog in a straight line.</p> <p>Change direction when jogging. Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p> <p>Jumping:</p> <p>Perform different types of jumps: for example, two feet to two feet,</p> | <p>Running:</p> <p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> <p>Jumping:</p> <p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> | <p>Running:</p> <p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in</p> |

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| | | <p>two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence. Jump as high as possible.</p> <p>Jump as far as possible. Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p>Throwing:</p> <p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p> <p>Throw different types of equipment in different ways, for</p> | <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> <p>Throwing:</p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Compete & Perform, Evaluate (as above for games)</p> | <p>order to maintain a sustained run.</p> <p>Jumping:</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping</p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Throwing:</p> <p>Perform a fling throw.</p> |
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| | | <p>accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Compete & Perform, Evaluate (as above for games)</p> | | <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p> <p>Compete & Perform, Evaluate (as above for games)</p> |
| <p>Outdoor Education/ Forest School (Own model based on Twinkl)</p> | | | <p>Problem Solving & Communication:</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Identify symbols used on a key.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Begin to use a map to complete an orienteering course.</p> | <p>Problem Solving & Communication:</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p>Use a compass for navigation.</p> |

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| | | | <p>Preparation & Organisation:</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p> | <p>Preparation & Organisation:</p> <p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Prepare an orienteering course for others to follow.</p> |
| <p>Swimming (NC by the end of Y6)</p> | | <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Performs safe self-rescue in different water-based situations</p> | <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Performs safe self-rescue in different water-based situations</p> | <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Performs safe self-rescue in different water-based situations</p> |