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| Invasion Games | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Move freely using suitable spaces and speed. | Explore different ways of using a ball. | To be able to work with a partner positively. | Travel whilst bouncing a ball showing control. | Travel with a ball showing increasing control using both hands and feet. | Travel with a ball showing changes of speed and directions using either foot or hand. | Dribble effectively around obstacles.Show precision and accuracy when sending and receiving. |
|  | Know equipment needs to be used safely. | Explore ways to send a ball or other equipment. | Use different rules and tactics for invasion games. | Use a range of skills to help them keep possession and control of the ball. | Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team. | Use a range of techniques when passing e.g. high, low, bounced, fast, slow etc. | Perform skills with accuracy, confidence and control., adapting them to meet the needs of the situation. |
|  | To be able to stop safely at any given time. | Retrieve and stop a ball using different parts of the body. | Keep the ball and find best places to score. | Perform the basic skills needed for the games with control and consistency. | Perform an advancing range of skills with accuracy and control repeatedly. | To be able to keep a game going using a range of different ways of throwing. | Play on both sides of the body and above their heads. |
|  | To be able to look ahead as much as possible. | Play a variety of running and avoiding games. | Participate in team games. | Choose good places to stand when receiving and give reasons for their choice. | Use a range of different skills. | Strike a ball with intent and throw it more accurately when bowling or fielding.  | Use different ways of bowling/throwing. |
|  | To make a target with their hands to show they are ready to catch an object. | Practise skills to make them warmer. | Understand and develop tactics for attacking and defending.  | Pupils show that they understand tactics and composition by starting to vary how they respond. | Pupils can link tactics and skills together with increased precision. | Effectively play a game and use the rules they have been given. | Show tactical awareness and knowledge when scoring. |
|  | To be able to move after they have made a pass. | Participate in team games. | Perform a range of throwing, catching, striking and kicking. | To be able to work well as a team in competitive sport. | Choose and adapt their techniques to keep possession and give their team chance to score. | To be able to direct the ball to different spaces with different speeds. | To be able to chose and use skills which meet the of the situation. |
|  | To decide when to pass or hold the ball. | Develop simple attacking and defending techniques. | Show a good awareness of others running and chasing in games. | Develop an understanding of fair play. | Know what rules are needed to make fair games. | To be able to shoot accurately in a variety of ways. | To be able to hit the ball with purpose varying the speed, height and direction. |
|  |  | Pass and retrieve a ball in different ways with increased control. | Pass an object accurately to a partner over a variety of distances. | Use tactics when attacking or defending.  | To be able to know how to use available space and help each other. | To be able to change or direction to get away from the defender. | To be able to hit the ball from both sides of the body. |

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| Net and Wall Games | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | To be able to demonstrate control over objects. | To be able to throw and catch an object. | To be able to use their skills to play end to end games. | To be able to throw and catch a variety of different balls and use different types of throwing. | To be able to participate in games using throwing and catching skills. | To be able to hold and swing a racket. | To be able to hit a ball in the court away from their opponent. |
|  | To be able to move confidently. | To be able to play games based on net games using 1 v 1. | To be able to use their ability to solve problems and make decisions. | To be able to hit a ball with accuracy. | To be able to vary strength, length and direction of throwing. | To be able to know where to stand on a court when hitting, catching and receiving. | To be able to understand how to outwit their opponent by using speed, height and direction. |
|  | To be able to use safety measures independently. | To be able to participate in running and avoiding games. | To be able to participate in teams games positively. | To be able to use a varied range of shots. | To be able to stand when receiving. | To be able to hit a ball on both sides of the body and above the head. | To be able to know where to stand when attacking and defending. |
|  | To improve their throwing skills. | To be able to participate in team games positively. | To be able to pass and receive a ball in different ways with control and increased accuracy. | To be able to participate in games using throwing and catching skills. | To be able to make it difficult for an opponent to receive a ball. | To be able to use different types of shots during a game. | To be able to show precision, consistency and speed when playing a game. |
|  | To improve their catching skills. | Pass and receive a ball in different ways with control and increased accuracy. | To be able to use fielding techniques with increased control and coordination. | To be able to vary strength, length and direction of throwing. | To be able to understand and show attack and defence tactics. | To be able to vary strength, length and direction of throwing. | To be able to show strength, length and direction when throwing. |
|  | To be able to look ahead as much as possible. | To be able to use fielding techniques with increased control and coordination. | To be able to play games based on net games using 2 v 2. | To be able to stand when receiving. | To be able to understand and respect the rules of the game. | To be able to understand and respect the rules of the game. | To be able to show control and consistency when playing a game. |

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| Multi-skills / Athletics | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | To be able to take turns in an activity. | To be able to develop movement skills. | To be able to develop movement skills. | To be able to increase the distance thrown. | To be able to run short distances and times. | To be able to choose their favourite ways of running, jumping and throwing. | To be able to develop consistency of their actions in events. |
|  | To be able to participate positively in activities. | To be able to focus on balance, co-ordination and agility. | To be able to focus on balance, co-ordination and agility. | To be able to use different techniques, speed and effort to meet challenges set. | To be able to keep a steady pace. | To be able to choose the best equipment for different activities. | To be able to increase the number of techniques they use. |
|  | To be able to use a variety of equipment. | To be able to develop balance, agility and coordination. | To be able to develop balance, agility and coordination. | To be able to use different ways of travelling e.g. running, hopping etc. | To be able to perform 5 basic jumps. | To be able to pace themselves evenly during a run. | To be able to sustain pace over longer distances. |
|  | To be able to follow basic rules. | To be able to participate positively in activities. | To be able to participate positively in activities. | To be able to participate positively in activities. | To be able to throw into a target using slinging, pushing and pulling actions. | To be able to work as a team effectively. | To be able to throw with greater control, accuracy and efficiency. |
|  | To be able to look ahead as much as possible. | To be able to follow basic rules. | To be able to use movement techniques with increased control. | To be able to recognise and describe what their bodies feels like during different activities. | To be able to combine basic actions and form simple jump combinations. | To be able to run up for jumping and throwing. | To be able to perform a range of jumps, showing power, control and consistency. |
|  |  | To be able to take turns in an activity. | To be able to run, throw and jump with increased control and coordination. | To be able to run, throw and jump with increased control and coordination. | To be able to participate positively in activities. | To be able to participate positively in activities. | To be able to participate positively in activities. |

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| Dance | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | To be able to stand on one foot. | To be able to learn basic movements relating to feelings. | To be able to perform dances using simple movement patterns. | To be able to improvise feely on their own or with a partner. | To be able to improvise feely on their own or with a partner. | To be able to improvise feely on their own or with a partner. | To be able to explore, improvise and combine movement ideas fluently and effectively. |
|  | To be able to catch a ball. | To be able to show that they have a clear start and finishing position. | To be able to evaluate and improve a dance performance. | To be able to translate ideas to a stimulus to a movement. | To be able to engage in a dance positively. | To be able to engage in a dance positively. | To be able to evaluate, refine and develop their own and others dances. |
|  | To be able to experiment moving in different ways. | To be able to respond to different music. | To be able to remember and repeat simple dance phrases. | To be able to keep up an activity over a period of time. | To be able to explore and create a dance in response to a range of stimulus. | Explore and improvise ideas for dances in different styles. | To be able to engage in a dance positively. |
|  | To be able to jump and land safely. | To be able to perform simple dance movements. | To be able to engage in a dance positively. | To be able to warm up and cool down after a dance successfully.  | To be able to warm up and cool down after a dance successfully. | To be able to work independently and with others collaboratively on a dance. | To be able to work independently and with others collaboratively on a dance. |
|  | To be able to put equipment away safely. | To be able to perform simple routines. | To be able to link several movements together with control and coordination. | To be able to engage in a dance positively. | To be able to describe, interpret and evaluate their own and others dances. | To be able organise their own warm up and cool down activities. | To be able organise their own warm up and cool down activities. |
|  | To be able to follow simple steps. | To be able to copy movements from others. | To be able to remember and repeat dance moves. | To be able to describe what makes a good dance phrase. | To be able to remember and perform a short dance. | To be able to remember, practise and combine longer, complex dances. |  |

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| Striking and Fielding | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | To be able to demonstrate good control and coordination in large and small movements. | To be able to demonstrate good control and coordination in large and small movements. | To be able to demonstrate good control and coordination in large and small movements. | To be able to consolidate and develop the range and consistency of their skills in fielding and striking games. | To be able to consolidate and develop the range and consistency of their skills in fielding and striking games. | To be able to consolidate and develop the range and consistency of their skills in fielding and striking games | To be able to use and adapt rules, strategies and tactics using their knowledge of basic principles of batting and fielding. |
|  | To be able to understand the importance for good health of physical exercise. | To be able to be confident and safe in the spaces sued to play games. | To be able to choose, use and vary simple tactics. | To be able to perform a warm up and cool down. | To be able to choose and use a range of simple tactics and strategies. | To be able to warm up and cool down independently. | To be able to evaluate strengths and weaknesses in their own and others performances. |
|  | To be able to engage positively. | To be able to explore and use skills, actions and ideas individually and with others when playing a game. | To be able to participate in team games successfully. | To be able to participate in team games successfully. | To be able to keep, adapt and make rules for striking and fielding games. | To be able to participate in team games successfully. | To be able to participate in team games successfully |
|  | To be able to follow basic rules. | To be able to participate in team games successfully. | Pass and receive a ball in different ways with control and increased accuracy. | Pass and receive a ball in different ways with control and increased accuracy. | Pass and receive a ball in different ways with control and accuracy. | To be able to understand and follow rules. | To be able to apply skills learnt into a game. |
|  | To be able to look ahead as much as possible. | Pass and receive a ball in different ways with control and increased accuracy. | To perform fielding techniques with increased control and coordination | To perform fielding techniques with increased control and coordination | To be able to participate in team games successfully. | To be able to pass the ball in a variety of ways. | To be able to be make contact with a ball with control. |
|  |  | To perform fielding techniques with increased control and coordination. | To be able to follow the rules of the game. | To be able to engage positively. | To be able to understand and follow rules. | To be able to understand and follow rules. |  |

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| TSwimming | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | To get familiar with the water. | To be able to swim 10-20 metres with aids. | To be able to swim 10-20 metres unaided using arms and legs. | To be able to swim 25-30 metres unaided, coordination with arms and legs. | To be able to swim 25-30 metres unaided. | To be able to swim 25-30 metres unaided. To be able to swim for 30-45 seconds. | To be able to swim 50-100 metres. To be able to swim for 45-90 seconds. |
|  | To perform basic strokes for a short distance with aids. | To be confident in the water. | To be able to use one basic method of swimming. | To be able to use three different strokes. | To be able to swim competently, confidently and proficiently. | To be able to use a variety of basic arm/leg actions front/back. | Perform safe self-rescue in different water based situations. |
|  | To be able to get in and out of the water safely. | To be able to put their heads in the water. | To be able to swim underwater confidently. | To be able to describe how to move arms and legs together. | Perform safe self-rescue in different water based situations. | To be able to link the correct arm and leg movement for front and back stroke. | To be able to use three different strokes, swim on front, back and control breathing. |
|  | To be able to put their head under the water for a brief time. | To select appropriate arm and leg action to move across the pool. | To be able to choose their most confident stroke to swim across the pool. | To be able to use their arms and legs in the correct manner for the chosen stroke. | To be able to swim for a short distance with their heads underwater. | Perform safe self-rescue in different water based situations. | To be able to show which breathing techniques to use for the particular strokes. |