

EYFS National Curriculum objectives: Children will be taught to:**EYFS Areas of study:**

- Running skills.
- Throwing and catching.
- Gymnastics/dance.
- Multi-skills.
- Hitting and stopping objects
- Spatial Awareness
- Teamwork
- Development of fine and gross motor skills

Fundamental movement skills:

- Run and stop with some control.
- Explore skipping as a travelling action.
- Jump and hop with bent knees.
- Throwing larger balls and beanbags into space.
- Balance whilst stationary and on the move.
- Change direction at a slow pace.
- Explore moving different body parts together

Dance:

- Copy basic body actions and rhythms.
- Choose and use travelling actions, shapes and balances.
- Travel in different pathways using the space around them
- Begin to use dynamics and expression with guidance.
- Begin to count to music.

Games:

- Drop and catch with two hands
- Move a ball with feet.
- Throw and roll a variety of beanbags and larger balls to space.
- Kick larger balls to space.
- Stop a beanbag or large ball sent to them using hands
- Attempt to stop a large ball sent to them using feet.
- Hit a ball with hands.
- Run and stop when instructed.
- Move around showing limited awareness of others.
- Make simple decisions in response to a situation.

Body Management:

- Create shapes showing a basic level of stillness using different parts of their bodies.
- Begin to take weight on different body parts.
- Show shapes and actions that stretch their bodies.
- Copy and link simple actions together.

Outdoor and adventurous activities:

- Follow simple instructions.
- Share their ideas with others
- Explore activities making own decisions in response to a task
- Make decisions about where to move in space.
- Follow a path.
- Begin to identify personal success.

Social, emotional and thinking:

- Take turns.
- Learn to share equipment with others.
- Share their ideas with others.

- Try again if they do not succeed.
- Practise skills independently.
- Confident to try new tasks and challenges.

- Begin to identify personal success.
- Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
- Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.



Year 1 National Curriculum objectives: Children will be taught to:**Year 1 Areas of study:**

- Running skills.
- Throwing and catching.
- Gymnastics/dance.
- Multi-skills.
- Attacking and defending.
- Invasion games.

Fundamental movement skills:

NC: master basic movements including running, jumping and throwing, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

- I can attempt to run at different speeds, showing an awareness of technique.
- I am beginning to link running and jumping movements with some control.
- I can jump, leap and hop and choose which allows the furthest jump.
- I can throw towards a target.
- I am beginning to show some control and balance when travelling at different speeds.
- I am beginning to show balance and co-ordination when changing direction.
- I can use co-ordination with and without equipment.

Dance:

NC: perform dances using simple movement patterns.

- I can copy, remember and repeat actions.
- I can choose actions for an idea.
- I am able to use changes of direction, speed and levels with guidance.
- I can show some sense of dynamic and expressive qualities.
- I can begin to use counts.

Games:

NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

- I can drop and catch a ball after one bounce on the move.
- I am beginning to move a ball using different parts of the foot.
- I can throw and roll towards a target with some varying techniques.
- I can kick towards a stationary target.
- I can catch a beanbag and a medium-sized ball.
- I can attempt to track balls and other equipment sent to me.
- I can strike a stationary ball using a racket.
- I am beginning to run, stop and change direction with some balance and control.
- I am becoming aware of space in relation to others.
- I am beginning to use simple tactics with guidance.

Body Management:**NC: master basic movements as well as developing balance, agility and co-ordination.**

- I can perform balances, making my body tense, stretched and curled.
- I can take body weight on hands for short periods of time.
- I am beginning to demonstrate poses and movements that challenge my flexibility.
- I am beginning to remember, repeat and link simple actions together.

Outdoor and adventurous activities:

- I can follow instructions.
- I am beginning to work with a partner and a small group.
- I understand the rules of the game and am able to suggest ideas to solve simple tasks.
- I am beginning to identify my own and others' success.

Social, emotional and thinking:

- I am beginning to encourage others to keep trying.
- I can talk to a partner about their ideas and I am beginning to take turns to listen to each other.
- I am beginning to work with a partner and small group to play games and solve challenges.

- I am beginning to show determination to continue working over a longer period of time.
- I am showing some determination to complete the challenges and tasks set.
- I am starting to explore skills independently before asking for help.
- I am beginning to build confidence to share ideas, contribute to class discussion and perform in front of others.

- I can make decisions when presented with simple challenge e.g. move to an open space towards a goal.
- I am beginning to select and apply skills to use in a variety of differing situations.
- I am starting to provide feedback and beginning to use key words from the lesson.

Year 2 National Curriculum objectives: Children will be taught to:**Year 2 Areas of study:**

- Fitness & multi-skills.
- Dance.
- Gymnastics.
- Athletics – jumping, throwing, catching and running.
- Circus skills – juggling, balancing, tumbling etc.
- Invasion games – tactics and team games.

Fundamental movement skills:

NC: master basic movements including running, jumping and throwing, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

- I am able to show balance and co-ordination when running at different speeds.
- I can link running and jumping movements with some control and balance.
- I am able to show hopping and jumping movements with some balance and control.
- I can change technique to throw for distance.
- I show control and balance when travelling at different speeds.
- I demonstrate balance and co-ordination when changing direction.
- I perform actions with increased control when co-ordinating my body with and without equipment.

Dance:

NC: perform dances using simple movement patterns.

- I can copy, remember and repeat a series of actions.
- I can select from a wider range of actions in relation to a stimulus.
- I am beginning to use pathways, levels, shapes, directions, speeds and timing with guidance.
- I am beginning to use mirroring and unison when completing actions with a partner.
- I can show a character through actions, dynamics and expression.
- I can use counts with help to stay in time with the music.

Games:

NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

- I can dribble a ball with two hands on the move.
- I can dribble a ball with my foot with some success, stopping it when required.
- I am able to throw and roll towards a target using varying techniques with some success.
- I show balance when kicking towards a target.
- I can catch an object passed to me, with and without a bounce.
- I move to track a ball and stop it using feet with limited success.
- I can strike a ball using a racket.
- I can run, stop and change direction with balance and control.
- I can move to space to help score goals or limit others scoring.
- I am able to use simple tactics.
- I can strike a ball with a bat.

Body Management:**NC: master basic movements as well as developing balance, agility and co-ordination.**

- I perform balances on different body parts with some control and balance.
- I am able to take body weight on different body parts, with and without apparatus.
- I am showing increased awareness of extension and flexibility in actions.
- I can copy, remember, repeat and plan linking simple actions with some control and technique.

Outdoor and adventurous activities:

- I can follow instructions accurately.
- I can work co-operatively with a partner and a small group, taking turns and listening to each other.
- I am able to try different ideas to solve a task.
- I understand when a challenge is solved successfully and begin to suggest simple ways to improve.

Social, emotional and thinking:

- I am able to encourage others to keep trying.
- I can talk to a partner about their ideas and I can take turns to listen to each other.
- I can work with a partner and small group to play games and solve challenges.

- I show determination to continue working over a longer period of time.
- I am showing determination to complete the challenges and tasks set.
- I am able to explore skills independently before asking for help.
- I am confident to share ideas, contribute to class discussion and perform in front of others.

- I can make decisions when presented with simple challenge e.g. move to an open space towards a goal.
- I am able to select and apply skills to use in a variety of differing situations.
- I am starting to provide feedback and beginning to use key words from the lesson.

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| Year 3 National Curriculum objectives: Children will be taught to: | |
| <p>Year 3 Areas of study:</p> <ul style="list-style-type: none"> • Gymnastics/dance. • Orienteering. • Attacking and defending. • Sending and receiving with/without a device. • Dribbling with different parts of the body. • Invasion games. • Striking and fielding. • Net and wall activities • Swimming | <p>Fundamental movement skills: NC: Use running, jumping and throwing in isolation and in combination.</p> <ul style="list-style-type: none"> • Show balance, coordination and technique when running at different speeds, stopping with control. • Link running, hopping and jumping actions using different take offs and landing. • Jump for distance and height with an awareness of technique. • Throw a variety of objects, changing action for accuracy and distance. • Demonstrate balance when performing other fundamental skills. • Show balance when changing direction in combination with other skills. • Can co-ordinate their bodies with increased consistency in a variety of activities. |
| <p>Dance: NC: Perform dances using a range of movement patterns</p> <ul style="list-style-type: none"> • Copy remember and perform a dance phrase. • create short dance phrases that communicate an idea. • Use canon, unison and formation to represent an idea. • Match dynamic and expressive qualities to a range of ideas. • Use counts to keep in time with a partner and group. | <p>Games: NC: Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • Dribble the ball with one hand with some control in game situations. • Dribble a ball with feet with some control in game situations. • Use a variety of throwing techniques in game situations. • Kick towards a partner in game situations. • Catch a ball passed to them using one and two hands with some success. • Receive a ball sent to them using different parts of the foot. • Strike a ball with varying techniques. • Change direction with increasing speed in game situations. • Use space with some success in game situations. |
| <p>Swimming: NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <ul style="list-style-type: none"> • Submerge and regain feet in the water. • Use arms and legs together to move effectively across a short distance in the water. | |

- Glide on front and back over short distances.
- Float on front and back for short periods of time.
- Confidently and consistently retrieve an object from the floor with the same breath.
- Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

- Use simple tactics individually and within a team.
- I can strike a moving object with a bat.

Body Management:**NC: Develop flexibility, strength, technique, control and balance.**

- Complete balances with increasing stability, control and technique.
- Demonstrate some strength and control when taking weight on different body parts for longer periods of time.
- Demonstrate increased flexibility and extension in their actions.
- Choose actions that flow well into one another both on and off apparatus

Outdoor and adventurous activities:**NC: Take part in outdoor and adventurous activity challenges both individually and within a team.**

- Follow instructions from a peer and give simple instructions.
- Work collaboratively with a partner and a small group, listening to and accepting others' ideas.
- Plan and attempt to apply strategies to solve problems.
- Orientate and follow a diagram/map.
- Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

Social, emotional and thinking:

- Encourage and motivate others to work to their personal best.
- Work with others to achieve a shared goal.
- Work with others to self-manage games.
- Persevere when finding a challenge difficult.
- Understand what their best looks like and they work hard to achieve it.
- Begin to use rules showing awareness of fairness and honesty.
- Show an awareness of how other people feel.
- Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
- Select and apply from a wider range of skills and actions in response to a task.
- Provide feedback using key terminology.

Year 4 National Curriculum objectives: Children will be taught to:

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| <p>Year 4 Areas of study:</p> <ul style="list-style-type: none"> • Gymnastics/dance. • Orienteering. • Attacking and defending tactics. • Sending and receiving in games. • Dribbling in games. • Invasion games. • Striking and fielding. • Net and Wall Activities • Swimming | <p>Fundamental movement skills: NC: Use running, jumping and throwing in isolation and in combination.</p> <ul style="list-style-type: none"> • Demonstrate how and when to speed up and slow down when running. • Link hopping and jumping actions with some control, • Jump for distance and height showing balance and control. • Throw with some accuracy and power towards a target area. • Demonstrate good balance when performing other fundamental skills. • Show balance when changing direction at speed in combination with other skills. • Begin to co-ordinate their body at speed in response to a task. |
| <p>Dance: NC: Perform dances using a range of movement patterns</p> <ul style="list-style-type: none"> • Copy, remember and adapt set choreography. • Choreograph considering structure individually, with a partner and in a group. • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. • Use counts when choreographing short phrases. | <p>Games: NC: Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • Link dribbling the ball with other actions with increasing control. • Change direction when dribbling with feet with some control in game situations. • Use a variety of throwing techniques with increasing success in game situations. • Kick with increasing success in game situations. • Catch a ball passed to them using one and two hands with increasing success. • Receive a ball using different parts of the foot under pressure. • Strike a ball using varying techniques with increasing accuracy. • Change direction to lose an opponent with some success. • Create and use space with some success in game situations. • Use simple tactics to help their team score or gain possession. • I can strike a moving object with a bat. |
| <p>Swimming: NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <ul style="list-style-type: none"> • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Combine gliding and floating on front and back over an increased distance. • Float on front and back using different shapes with increased control. | |

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| <ul style="list-style-type: none"> • Comfortably demonstrate sculling head first, feet first and treading water. | |
| <p>Body Management: NC: Develop flexibility, strength, technique, control and balance.</p> <ul style="list-style-type: none"> • Use body tension to perform balances both individually and with a partner. • Demonstrate increasing strength, control and technique when taking own and others weight. • Demonstrate increased flexibility and extension in more challenging actions. • Plan and perform sequences showing control and technique with and without a partner. | <p>Outdoor and adventurous activities: NC: Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <ul style="list-style-type: none"> • Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Confidently communicate ideas and listen to others before deciding on the best approach. • Plan and apply strategies to solve problems. • Identify key symbols on a map and use a key to help navigate around a grid. • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. |
| <p>Social, emotional and thinking:</p> <ul style="list-style-type: none"> • Encourage and motivate others to work to their personal best. • Work with others to achieve a shared goal. • Work with others to self-manage games. • Persevere when finding a challenge difficult. • Understand what their best looks like and they work hard to achieve it. • Begin to use rules showing awareness of fairness and honesty. • Show an awareness of how other people feel. • Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. • Select and apply from a wider range of skills and actions in response to a task. • Provide feedback using key terminology. | |

Year 5 National Curriculum objectives: Children will be taught to:

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| <p>Year 5 Areas of study:</p> <ul style="list-style-type: none"> • Gymnastics/dance. • Orienteering. • Attacking and defending. • Sending and receiving with/without a device. • Dribbling with different parts of the body. • Invasion games. • Striking and fielding. • Net and wall activities • Swimming • Athletics | <p>Fundamental movement skills: NC: Use running, jumping and throwing in isolation and in combination.</p> <ul style="list-style-type: none"> • Run at the appropriate speed over longer distances or for longer periods of time. • Show control at take off and landing in more complex jumping activities. • Perform a range of more complex jumps showing some technique. • Show accuracy and power when throwing for distance • Demonstrate good balance and control when performing other fundamental skills • Demonstrate improved body posture and speed when changing direction • Can co-ordinate a range of body parts at increased speed |
| <p>Dance: NC: Perform dances using a range of movement patterns</p> <ul style="list-style-type: none"> • Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. • Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. • Confidently perform choosing appropriate dynamics to represent an idea. • Use counts accurately when choreographing to perform in time with others and the music. | <p>Games: NC: Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • Use dribbling to change the direction of play with some control under pressure. • Dribble with feet with some control under increasing pressure. • Use a variety of throwing techniques with some control under increasing pressure. • Use a variety of kicking techniques with some control under increasing pressure. • Catch and intercept a ball using one and two hands with some success in game situations. • Receive a ball using different parts of the foot under pressure with increasing control. • Strike a ball using a wider range of skills. Apply these with some success under pressure. |
| <p>Swimming: NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <ul style="list-style-type: none"> • Confidently and consistently retrieve an object from the floor with the same breath. | |

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| <ul style="list-style-type: none"> • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Float on front and back using different shapes with increased control. • Confidently demonstrate good technique in a wider range of strokes over increased distances. • Confidently link a variety of floating actions together demonstrating good technique and control. | <ul style="list-style-type: none"> • Use a variety of techniques to change direction to lose an opponent. • Create and use space for self and others with some success • Understand the need for tactics and can identify when to use them in different situations |
| <p>Body Management: NC: Develop flexibility, strength, technique, control and balance.</p> <ul style="list-style-type: none"> • Show increasing control and balance when moving from one balance to another. • Use strength to improve the quality of an action and the range of actions available. • Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. • Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. | <p>Outdoor and adventurous activities: NC: Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <ul style="list-style-type: none"> • Use clear communication when working in a group and taking on different roles. • Begin to lead others, providing clear instructions. • Plan and apply strategies with others to more complex challenges. • Orientate a map confidently using it to navigate around a course. • Explain why a particular strategy worked and alter methods to improve. |
| <p>Social, emotional and thinking:</p> <ul style="list-style-type: none"> • Share ideas with others and work together to decide on the best approach to a task. • Lead others and show consideration of including all within a group. • Communicate with others clearly and effectively. • Understand what maximum effort looks and feels like and show determination to achieve it. • Use different strategies to persevere to achieve personal best. • Compete within the rules showing fair play and honesty when playing independently. • Confident to attempt tasks and challenges outside of their comfort zone. • Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. • Recognise and explain their thought process when playing games or completing tasks- I moved here because my teammate was over there. • Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. • Select and apply appropriate skills for the situation when under pressure. | |

Year 6 National Curriculum objectives: Children will be taught to:**Year 6 Areas of study:**

- Gymnastics/dance.
- Orienteering.
- Attacking and defending tactics.
- Sending and receiving in games.
- Dribbling in games.
- Invasion games.
- Striking and fielding.
- Net and Wall Activities
- Swimming
- Athletics

Fundamental movement skills:**NC: Use running, jumping and throwing in isolation and in combination.**

- Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time
- Link running, jumping and hopping actions with greater control and co-ordination.
- Perform jumps for height and distance using good technique
- Show accuracy and good technique when throwing for distance.
- Show fluency and control when travelling, landing, stopping and changing direction.
- Change direction with a fluent action and can transition smoothly between varying speeds.
- Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Dance:**NC: Perform dances using a range of movement patterns**

- Perform dances confidently and fluently with accuracy and good timing.
- Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
- Improvise and combine dynamics demonstrating an awareness of the impact on performance.
- Use counts when choreographing and performing to improve the quality of work.

Games:**NC: Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.**

- Use dribbling to change the direction of play with control under pressure.
- Use a variety of dribbling techniques to maintain possession under pressure.
- Use a variety of throwing techniques including fake passes to outwit an opponent
- Select and apply the appropriate kicking technique with control.
- Catch and intercept a ball using one and two hands with increasing success in game situations.
- Receive a ball with consideration to the next move.

Swimming:**NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.**

- Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.
- Confidently combine skills to retrieve an object from greater depth
- Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
- Combine gliding and transitioning into an appropriate stroke with good control.
- Select and apply the appropriate survival technique to the situation.

- Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
- Confidently change direction to successfully outwit an opponent.
- Effectively create and use space for self and others to outwit an opponent.
- Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Body Management:**NC: Develop flexibility, strength, technique, control and balance.**

- Combine and perform more complex balances with control, technique and fluency.
- Demonstrate more complex actions with a good level of strength and technique.
- Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
- Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Outdoor and adventurous activities:**NC: Take part in outdoor and adventurous activity challenges both individually and within a team.**

- Communicate with others clearly and effectively when under pressure.
- Confident to lead others and show consideration of including all within a group.
- Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
- Confidently and efficiently orientate a map, identifying key features to navigate around a course.
- Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Social, emotional and thinking:

- Share ideas with others and work together to decide on the best approach to a task.
- Lead others and show consideration of including all within a group.
- Communicate with others clearly and effectively
- Understand what maximum effort looks and feels like and show determination to achieve it.
- Use different strategies to persevere to achieve personal best.
- Compete within the rules showing fair play and honesty when playing independently.
- Confident to attempt tasks and challenges outside of their comfort zone.
- Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement

- Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there
- Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
- Select and apply appropriate skills for the situation when under pressure.

