

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
<b>Topic</b>	ALL ABOUT ME WINTER WONDERLAND	TOYS	TOYS	ROTTEN ROMANS	ROTTEN ROMANS
<b>Skills: Gymnastics</b>					
Acquiring and developing skills	move confidently in a range of ways, safely negotiating space.	explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction	remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements	develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently
Selecting and applying skills, tactics and compositional ideas	good control and coordination in large and small movements.	copy or create and link movement phrases with beginnings, middles and ends  perform movement phrases using a range of body actions and body parts	choose, use and vary simple compositional ideas in the sequences they create and perform	improve their ability to select appropriate actions and use simple compositional ideas	create gymnastic sequences that meet a theme or set of conditions  use compositional devices when creating their sequences, such as changes in speed, level and direction
Knowledge and understanding of fitness and health	They handle equipment and tools effectively.	know how to carry and place equipment recognise how their body feels when still and when exercising	recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely	recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength	recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength
Evaluating and improving performance	watch and copy what they and others have done	watch, copy and describe what they and others have done	improve their work using information they have gained by watching, listening and investigating	describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved	describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved
<b>Knowledge</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<p><b>Reception</b> Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&amp;H 40-60) Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60) Experiments with different ways of moving. (PD M&amp;H 40-60) Jumps off an object and lands appropriately. (PD M&amp;H 40-60)</p> <p><b>KS1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p>Different ways of travelling/moving. Changing speeds/direction. Jumps &amp; rolls. Partner/group work. Performing sequence of rolls &amp; jumps. How to lead a <b>healthy lifestyle</b> - diet, exercise, personal hygiene. Move around gym equipment like different animals. 'Mirror That Monkey' - mirroring partner. Balancing like big cats.</p>	<p>Travelling, stretching &amp; curling Taking weight, flight. Perform sequences, individually &amp; in pairs. Recognise ways to improve technique.</p>	<p>Travelling, stretching &amp; curling Taking weight, flight. Perform sequences, individually &amp; in pairs. Recognise ways to improve technique.</p>	<p>Stretching &amp; curling Symmetry Pathways Travel and change direction Evaluate physical impact of exercise on health.</p>	<p>Stretching &amp; curling Symmetry Pathways Travel and change direction Evaluate physical impact of exercise on health.</p>

<p><b>KS2</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p>	<p>Improving movement by observing others. Perform sequence of animal movements.</p>				
<p><b>Skills: Games/Multiskills</b></p>					
<p>Acquiring and developing skills</p>	<p>move confidently in a range of ways, safely negotiating space.</p>	<p>be confident and safe in the spaces used to play games explore and use skills, actions and ideas individually and in combination to suit the game they are playing</p>	<p>improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills</p>	<p>consolidate and improve the quality of their techniques and their ability to link movements ·develop the range and consistency of their skills in all games</p>	<p>develop the range and consistency of their skills in all games</p>
<p>Selecting and applying skills, tactics and compositional ideas</p>	<p>good control and coordination in large and small movements.</p>	<p>choose and use skills effectively for particular games</p>	<p>choose, use and vary simple tactics</p>	<p>improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games</p>	<p>devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations</p>
<p>Knowledge and understanding of fitness and health</p>	<p>They handle equipment and tools effectively.</p>	<p>know that being active is good for them and fun</p>	<p>recognise and describe what their bodies feel like during different types of activity</p>	<p>know and describe the short term effects of different exercise activities on the body know how to improve stamina begin to understand the importance of warming up</p>	<p>recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies</p>
<p>Evaluating and improving performance</p>	<p>watch and copy what they and others have done</p>	<p>watch, copy and describe what others are doing describe what they are doing</p>	<p>recognise good quality in performance use information to improve their work</p>	<p>recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work</p>	<p>explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play</p>
<p><b>Knowledge</b></p>	<p><b>Reception</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>
<p><b>Reception</b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&amp;H 40-60) Show good control and coordination in large and small movements. (PD – M&amp;H ELG) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&amp;H 40-60) Experiments with different ways of moving. (PD M&amp;H 40-60) Moves confidently in a range of ways, safely negotiating space. (PD M&amp;H ELG)</p>	<p>Throwing &amp; catching a beanbag. Improving skills by practise. <b>Competitive games:</b> Team races using learnt skills.</p>	<p>Throw/catch/aim Intercept, retrieve and stop a beanbag/ball Play mini games. Evaluate physical impact of exercise on health. <b>Invasion:</b> begin to engage in competitive activities Move with speed and agility. Learn to dodge and evade. Recognise ways to improve technique.</p>	<p>Throw/catch/aim Intercept, retrieve and stop a beanbag/ball Play mini games. Evaluate physical impact of exercise on health. <b>Invasion:</b> begin to engage in competitive activities Move with speed and agility. Learn to dodge and evade. Recognise ways to improve technique.</p>	<p><b>Tag Rugby:</b> use recognised passes, work as part of a team. Maintain speed &amp; flexibility in game play, evaluate to make improvement.  <b>Badminton:</b> Play a continuous game using throwing &amp; simple hitting. Look for ways to improve technique.</p>	<p><b>Tag Rugby:</b> use recognised passes, work as part of a team. Maintain speed &amp; flexibility in game play, evaluate to make improvement.  <b>Badminton:</b> Play a continuous game using throwing &amp; simple hitting. Look for ways to improve technique.</p>

<p><b>KS1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; Participate in team games, developing simple tactics for attacking and defending;</p> <p><b>KS2</b> 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]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
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<b>Skills: Dance</b>					
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	<b>Describe how the body feels before, during and after exercise.</b> Carry and place equipment safely.	<b>Recognise and describe how the body feels during and after different physical activities.</b> Explain what they need to stay healthy.	<b>Recognise and describe the effects of exercise on the body.</b> Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	<b>Describe how the body reacts at different times and how this affects performance.</b> Explain why exercise is good for your health. Know some reasons for warming up and cooling down.
<b>Dance Skills</b>	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	<b>Copy and repeat actions.</b> <b>Put a sequence of actions together to create a motif.</b> <b>Vary the speed of their actions.</b> <b>Use simple choreographic devices such as unison, canon and mirroring.</b> <b>Begin to improvise independently to create a simple dance.</b>	<b>Copy, remember and repeat actions.</b> <b>Create a short motif inspired by a stimulus.</b> <b>Change the speed and level of their actions.</b> <b>Use simple choreographic devices such as unison, canon and mirroring.</b> <b>Use different transitions within a dance motif.</b> <b>Move in time to music.</b> <b>Improve the timing of their actions.</b>	<b>Begin to improvise with a partner to create a simple dance.</b> <b>Create motifs from different stimuli.</b> <b>Begin to compare and adapt movements and motifs to create a larger sequence.</b> <b>Use simple dance vocabulary to compare and improve work.</b> <b>Perform with some awareness of rhythm and expression.</b>	<b>Identify and repeat the movement patterns and actions of a chosen dance style.</b> <b>Compose a dance that reflects the chosen dance style.</b> <b>Confidently improvise with a partner or on their own.</b> <b>Compose longer dance sequences in a small group.</b> <b>Demonstrate precision and some control in response to stimuli.</b> <b>Begin to vary dynamics and develop actions and motifs in response to stimuli.</b> <b>Demonstrate rhythm and spatial awareness.</b>

					Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.
Compete and Perform	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.
Evaluate	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
<p><b>Reception</b> Show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&amp;H ELG) Sing songs, make music and dance, and experiment with ways of changing them. (EAD – M &amp; M ELG) Represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)</p> <p><b>KS 1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; perform dances using simple movement patterns.</p> <p><b>KS2</b> Develop flexibility, strength, technique, control and balance]; Perform dances using a range of movement patterns; Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	Taught in the Spring Term.	<p>Toys/Plants Making shapes, travel, spin, jump. Copy and repeat shapes. Partner work. Perform &amp; evaluate.</p>	<p>Toys/Plants Making shapes, travel, spin, jump. Copy and repeat shapes. Partner work. Perform &amp; evaluate.</p>	Work creatively and imaginatively, use recognised dance action. Move in sustained sequences and hold positions , adapt and improve.	Work creatively and imaginatively, use recognised dance action. Move in sustained sequences and hold positions , adapt and improve.

Skills: Athletics					
Health and Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.
Running	Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.
Jumping	Jump in a range of ways, landing safely.	Perform 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. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	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. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.
Throwing	Roll equipment in different ways. Throw underarm. Throw an object at a target.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy.	Throw different types of equipment in different ways, for accuracy and distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw.	Perform a pull throw. Measure the distance of their throws. Continue to develop



		Improve the distance they can throw by using more power.	Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Perform a push throw. Continue to develop techniques to throw for increased distance.	techniques to throw for increased distance.
<b>Compete and Perform</b>	Control their body when performing a sequence of movements Participate in simple games	Begin to perform learnt skills with some control.  Engage in competitive activities and team games.	Perform learnt skills with increasing control.  Compete against self and others.	Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
<b>Knowledge</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Taught in Spring and Summer Terms.</b>					

<b>Skills: Outdoor Adventurous Activities - Taught in cycle A of a 2-year rolling cycle.</b>				
Health and Fitness	<b>Not taught until KS2.</b>	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Describe how the body reacts at different times and how this affects performance, Explain why exercise is good for your health. Know some reasons for warming up and cooling down.		
Trails		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Orientate themselves with increasing confidence and accuracy around a short trail.</td> <td style="width: 50%;">Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.</td> </tr> </table>	Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.
Orientate themselves with increasing confidence and accuracy around a short trail.		Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.		
Problem Solving		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Identify and use effective communication to begin to work as a team, identify symbols used on a key.</td> <td style="width: 50%;">Communicate clearly with other people in a team and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.</td> </tr> </table>	Identify and use effective communication to begin to work as a team, identify symbols used on a key.	Communicate clearly with other people in a team and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.
Identify and use effective communication to begin to work as a team, identify symbols used on a key.	Communicate clearly with other people in a team and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.			
Preparation and Organisation	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Begin to choose equipment that is appropriate for an activity.</td> <td style="width: 50%;">Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity.</td> </tr> </table>	Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity.	
Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity.			

					Plan and organise a trail that others can follow.
Communication				Communicate with others	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.
Compete and Perform				Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.
Evaluate				Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas of improvements. Modify their use of skills or techniques to achieve a better result.
Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
<b>KS 2</b> 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.	<b>Not taught until KS2</b>			<b>Taught in Cycle A of a 2-year rolling cycle.</b>	