



| Year group                 | Autumn 1  | Autumn2  | Spring1  | Spring2  | Summer 1  | Summer2   |
|----------------------------|---|--|--|--|---|---|
| <b>Year One</b>            | <b>Autumn 1</b>   | <b>Autumn2</b>   | <b>Spring1</b>   | <b>Spring2</b>   | <b>Summer 1</b>   | <b>Summer2</b>  |
| <b>Concepts</b>            | <b>Athletics</b>  | <b>Ball skills</b>   | <ul style="list-style-type: none"> <li><b>Dance</b></li> </ul>   | <ul style="list-style-type: none"> <li><b>Gymnastics</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Bat and Ball skills</b></li> </ul>  | <b>Bat and Ball skills/Athletics</b>  |
| <b>National Curriculum</b> | <ul style="list-style-type: none"> <li>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.</li> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations.</li> <li>Pupils should be taught to master basic movements including running, jumping, throwing</li> </ul> | <ul style="list-style-type: none"> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations.</li> <li>Participate in team games with simple tactics for attacking and defending.</li> <li>Master basic movements of throwing and catching.</li> </ul> | <ul style="list-style-type: none"> <li>Master basic movements of agility, balance and coordination.</li> <li>Engage in cooperative physical activities.</li> <li>Pupils should be taught to perform dances using simple movement patterns.</li> </ul>  | <ul style="list-style-type: none"> <li>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.</li> <li>Master basic movements of agility, balance, and coordination and begin to apply these skills in a range of activities.</li> <li>They should be able to engage in cooperative physical activities.</li> </ul> | <ul style="list-style-type: none"> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations</li> <li>Participate in team games with simple tactics for attacking and defending.</li> <li>Master basic movements of throwing and catching.</li> </ul> | <ul style="list-style-type: none"> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations.</li> <li>Pupils should be taught to master basic movements of running, jumping, throwing</li> </ul>   |
| <b>Skills</b>              | <ul style="list-style-type: none"> <li>Runs with growing confidence.</li> <li>Able to take turns in a relay.</li> <li>Able to throw underarm with some control and force.</li> <li>Can jump with control and land safely.</li> </ul>  | <ul style="list-style-type: none"> <li>Can carry a ball, when running.</li> <li>Roll and gather a ball.</li> <li>Throw a ball underarm to a target from 2m.</li> <li>Can throw and catch independently.</li> <li>Can bounce a ball on the spot.</li> <li>Watch others, copying good examples.</li> </ul>   | <ul style="list-style-type: none"> <li>To explore simple movement patterns – respond to a beat.</li> <li>To balance and travel in different ways, showing some control.</li> <li>To work individually and with a partner.</li> <li>To perform and repeat a dance using simple movement patterns</li> <li>Watch others, copying good examples.</li> </ul> | <ul style="list-style-type: none"> <li>To hold still balances, using different parts of body.</li> <li>To create a simple step sequence linking travel to two balances (spins, sinks, turns etc.)</li> <li>To transfer floor work to apparatus.</li> <li>To perform and repeat a sequence.</li> <li>To observe another sequence and describe what they like, using age-appropriate vocabulary.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Can throw and catch independently.</li> <li>Can bounce a ball on the spot.</li> <li>Can strike a stationary ball</li> <li>Can compete in a game with rules.</li> </ul> <p>This will continue into Summer 2</p>   | <ul style="list-style-type: none"> <li>Runs with growing confidence.</li> <li>Able to take turns in a relay.</li> <li>Able to throw underarm with some control and force.</li> <li>Can jump with control and land safely.</li> </ul>  |
| <b>End points</b>          | Year One children are introduced to running technique in races – both independently and taking turns in relay races. Children demonstrate the ability to throw underarm with control and some force. They begin to jump safely with control and safely.   | Year One children can carry a ball when running – in a straight line and to change direction. They are able to roll a ball with accuracy and gather it. Year One children can accurately throw underarm and can bounce a ball on the spot with some control. They are able to imitate good examples and improve their own technique.                           | Year One children can explore simple movement patterns – responding to the beat. They are able to balance and travel in different ways, with control. They can perform and repeat a dance using simple movement patterns, and they can perform this individually and with a partner. Year One children can watch others, and copy good dancing.          | A Year One gymnast can hold still balances, using different parts of the body. They can create a simple sequence linking a travel to two balances. They can travel their sequence to low apparatus. They can perform and repeat a sequence. A Year One child can observe another sequence and describe what they like about it using age appropriate vocabulary.   | Year One children can throw and catch a ball with confidence. They can bounce a ball on the spot with control. They can strike a stationary ball with a bat, racket or hockey stick. They can also compete in a game with simple rules.   | Children apply their skills of running in a race. They can take turns in a relay race, passing a bean bag or baton to the next runner. They can participate in a variety of sports day races such as the obstacle course and the egg and spoon race. They can throw underarm with force and direction and are introduced to overarm throw. A Year One child can jump safely with control. |

| Year Two                   | Autumn 1  | Autumn2  | Spring1   | Spring2  | Summer 1   | Summer2   |
|----------------------------|---|--|---|--|--|---|
| <b>Concepts</b>            | <ul style="list-style-type: none"> <li><b>Athletics</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Ball skills</b></li> </ul>   | <ul style="list-style-type: none"> <li><b>Dance</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Gymnastics</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Bat and Ball skills</b></li> </ul>   | <ul style="list-style-type: none"> <li><b>Bat and Ball skills/Athletics</b></li> </ul>  |
| <b>National Curriculum</b> | <ul style="list-style-type: none"> <li>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.</li> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations.</li> <li>Pupils should be taught to master basic movements including running, jumping, throwing</li> </ul> | <ul style="list-style-type: none"> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations.</li> <li>Participate in team games with simple tactics for attacking and defending.</li> <li>Master basic movements of throwing and catching.</li> </ul>   | <ul style="list-style-type: none"> <li>Master basic movements of agility, balance and coordination.</li> <li>Engage in cooperative physical activities.</li> <li>Pupils should be taught to perform dances using simple movement patterns.</li> </ul>   | <ul style="list-style-type: none"> <li>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.</li> <li>Master basic movements of agility, balance, and coordination and begin to apply these skills in a range of activities.</li> <li>They should be able to engage in cooperative physical activities.</li> </ul> | <ul style="list-style-type: none"> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations</li> <li>Participate in team games with simple tactics for attacking and defending.</li> <li>Master basic movements of throwing and catching</li> </ul> | <ul style="list-style-type: none"> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations.</li> <li>Pupils should be taught to master basic movements of running, jumping, throwing</li> </ul> |
| <b>Skills</b>              | <ul style="list-style-type: none"> <li>Runs confidently.</li> <li>Beginning to control speed when running a longer distance.</li> <li>Able to take turns, passing a baton in a relay.</li> <li>Able to throw underarm and overarm with some control and force.</li> <li>Can jump for distance and lands safely.</li> </ul>  | <ul style="list-style-type: none"> <li>Can carry a ball confidently, changing speed and direction.</li> <li>Roll and gather a ball with control.</li> <li>Throw a ball underarm and overarm to hit a target from 3m.</li> <li>Catch an object thrown by partner.</li> <li>Can dribble and bounce a ball.</li> <li>Follows the rules of a game and plays fairly.</li> <li>Watch others, copying good examples.</li> </ul> | <ul style="list-style-type: none"> <li>To explore simple movement patterns – respond to a beat and a mood.</li> <li>To become increasingly competent and confident in moving the body.</li> <li>To use understanding of basic dance skills to select appropriate ones for the dance idea.</li> <li>To work individually and with others collaboratively.</li> <li>To remember, repeat and perform simple movement patterns</li> <li>Watch others, copying good examples.</li> </ul> | <ul style="list-style-type: none"> <li>To hold still balances, using pointy hands and feet.</li> <li>To develop a sequence linking travel with 2 balances, control and accuracy.</li> <li>The sequence has a definite beginning, middle and end.</li> <li>To transfer floor work to low apparatus and mats.</li> <li>To observe another sequence and describe what they like, using age-appropriate vocabulary.</li> </ul>                 | <ul style="list-style-type: none"> <li>Throw a ball underarm and overarm to hit a target from 3m.</li> <li>Catch an object confidently thrown by partner.</li> <li>Can dribble and bounce a ball in different directions.</li> <li>Can strike a moving ball</li> <li>Can use simple tactics to win a game</li> </ul> <p>This will continue into Summer 2</p> | <ul style="list-style-type: none"> <li>Runs confidently.</li> <li>Beginning to control speed when running a longer distance.</li> <li>Able to take turns, passing a baton in a relay.</li> </ul>  |
| <b>End points</b>          | Year Two children can run more confidently over shorter and longer distances. They have some concept of the two types of running. They are more confident with running in relay teams – handing over a baton. The children can throw underarm and overarm with some control and force. They can do a standing long jump and land safely.  | Year Two children can carry a ball when running, moving in and out of children with control. They can roll a ball and gather it at pace. Year Two children can throw and catch with a partner. They can bounce a ball – travelling from one place to another. They can comment on good technique and improve their own technique. They can follow the rules of a simple game and play fairly.                            | Year Two children can explore simple movement patterns – responding to the beat and the mood of the music. They are able to move with increasing control and confidence. Year Two children can repeat a simple dance sequence and respond appropriately to given dance vocabulary. They can perform this individually and in a small group. Year Two children can watch others, and use these in their own dance..  | A Year Two gymnast can hold still balances, using pointy hands and feet. They can create a sequence linking a travel to two balances – showing control and accuracy in their movements. Their sequence has a definite beginning, middle and end. They can travel their sequence to low apparatus and mats. A Year Two child can observe another sequence and describe what they like about it using age-appropriate vocabulary.            | A Year Two child will develop the ball balances learned in Autumn – by recapping those skills so that they are ready for Year 3. They can also strike a moving ball and use simple tactics to win a game.  | A Year Two child will develop the running skills learned in Autumn so that they can run confidently in a race. They will participate competitively in a variety of races at sports day.   |
|                            |   |  |   |  |  |   |

| Year Three                 | Autumn 1   | Autumn2   | Spring1   | Spring2   | Summer 1  | Summer2   |
|----------------------------|--|---|---|---|---|---|
| Concepts                   | Athletics  | Ball skills   | Dance   | Gymnastics  | Bat and Ball skills   | Bat and Ball skills/Athletics   |
| <b>National Curriculum</b> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to use running, jumping and throwing in isolation.</li> <li>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Pupils should be taught to use throwing and catching, in isolation and in combination.</li> <li>Pupils should be taught to play competitive games and apply basic skills of attacking and defending.</li> </ul> | <ul style="list-style-type: none"> <li>Master basic movements of agility, balance and coordination.</li> <li>Engage in cooperative physical activities.</li> <li>Children should enjoy communicating and collaborating with each other.</li> <li>Pupils should be taught to perform dances using simple movement patterns.</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils should create actions and sequences of movements.</li> <li>Children should enjoy communicating and collaborating with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to develop flexibility, strength, technique, control, and balance.</li> </ul> | <ul style="list-style-type: none"> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations</li> <li>Participate in team games with simple tactics for attacking and defending.</li> <li>Master basic movements of throwing and catching.</li> </ul> | <ul style="list-style-type: none"> <li>They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of challenging situations.</li> <li>Pupils should be taught to master basic movements of running, jumping, throwing</li> </ul> |
| <b>Skills</b>              | <ul style="list-style-type: none"> <li>Runs fluently.</li> <li>Is able to control speed when running a longer distance.</li> <li>Able to pass and receive the baton.</li> <li>Able to throw with greater control, accuracy and force.</li> <li>Can jump for distance, landing is always controlled.</li> </ul>   | <ul style="list-style-type: none"> <li>Pass a ball to a partner accurately.</li> <li>Can catch when moving and standing still.</li> <li>Can dribble a ball (feet and hands), keeping control.</li> <li>Looks for space to find the ball in a game.</li> <li>Follows the rules of a game and plays fairly.</li> </ul>                              | <ul style="list-style-type: none"> <li>To respond appropriately to a given stimuli, explore different movement ideas</li> <li>To compose a dance referring to dance movement vocabulary</li> <li>To develop a dance with a variety of movements and good control in places</li> <li>To copy, repeat and remember dance movements</li> <li>Beginning to evaluate and improve performance.</li> </ul> | <ul style="list-style-type: none"> <li>To hold a range of balances</li> <li>To travel with control and accuracy.</li> <li>To create a sequence with rolls, turns and balances.</li> <li>To transfer a sequence to low apparatus and mats.</li> <li>To copy, repeat and remember a gymnastics sequence.</li> <li>To observe another sequence and evaluate it, using appropriate vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>Can dribble a ball (feet and hands), keeping control.</li> <li>Looks for space to find the ball in a game.</li> <li>Can strike a moving ball in a game.</li> <li>Follows the rules of a game and plays fairly.</li> </ul> <p>This will continue into Summer 2</p>  | <ul style="list-style-type: none"> <li>Runs fluently.</li> <li>Is able to control speed when running a longer distance.</li> <li>Able to pass and receive the baton.</li> </ul>   |
| <b>End points</b>          | The children are running fluently and are now showing the ability to control their speed when running over a longer distance. They can pass a baton in a relay. They can throw overarm in the correct direction and at least 5 metres.   | Year Three children can pass a ball to a partner accurately. They can catch when moving and standing still. They can dribble a ball (with hands or feet) – keeping control. A Year Three children can also follow the rules of a game and play fairly.  | Year Three children can respond appropriately to given stimuli ie music, images, by improvising different movement ideas. They can develop a dance with a variety of movements and show control. They can copy, repeat and remember dance movements in readiness for performing to others. A Year Three child is beginning to evaluate their own performance and improve it.                        | A Year Three child gymnast can hold a range of balances and travel with control and accuracy of movement. They can create a sequence linking rolls, turns and balances. They can transfer their sequence to low apparatus and mats. They can also copy and repeat their sequence so that they can perform with greater precision. A Year Three child can observe another sequence and evaluate it using age-appropriate vocabulary.                             | A Year Three child will develop the ball skills learned in Autumn – by recapping those skills so that they are ready for Year 4. They can also strike a moving ball – being introduced to keeping a ball bouncing on their racket in tennis or hitting a ball bowled to them in cricket. They will continue to follow the rules of a game and play fairly.    | A Year Three child will develop the running skills learned in Autumn so that they can adapt their running style more confidently to suit the race. They will participate competitively in a variety of races at sports day.   |
|                            |  |   |   |   |   |   |

| Year Four                  | Autumn 1  | Autumn2   | Spring1   | Spring2   | Summer 1  | Summer2   |
|----------------------------|---|---|---|---|---|---|
| Concepts                   | Athletics   | Ball skills   | Dance   | Gymnastics  | Bat and Ball skills   | Bat and Ball skills/Athletics   |
| <b>National Curriculum</b> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities, and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to use running, jumping and throwing in isolation.</li> <li>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Pupils should be taught to use throwing and catching, in isolation and in combination.</li> <li>Pupils should be taught to play competitive games and apply basic skills of attacking and defending.</li> </ul>   | <ul style="list-style-type: none"> <li>Master basic movements of agility, balance and coordination.</li> <li>Engage in cooperative physical activities.</li> <li>Pupils should be taught to perform dances using simple movement patterns.</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils should create actions and sequences of movements.</li> <li>Children should enjoy communicating and collaborating with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to develop flexibility, strength, technique, control, and balance.</li> </ul> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Pupils should be taught to use throwing and catching, in isolation and in combination.</li> <li>Pupils should be taught to play competitive games and apply basic skills of attacking and defending.</li> </ul> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities, and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to use running, jumping and throwing in isolation.</li> <li>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> |
| <b>Skills</b>              | <ul style="list-style-type: none"> <li>Runs fluently with good coordination.</li> <li>Is able to control speed when running a longer distance.</li> <li>Able to pass and receive the baton, using the formal method.</li> <li>Able to throw with greater control and some force.</li> <li>Can jump with control and for distance.</li> </ul>  | <ul style="list-style-type: none"> <li>Pass a ball accurately using a variety of passes.</li> <li>Beginning to pass and move into space.</li> <li>Can catch a large ball when moving.</li> <li>Can dribble a ball (hands or feet) changing direction, keeping control.</li> <li>Works well in a team, encouraging teammates.</li> </ul>   | <ul style="list-style-type: none"> <li>To respond appropriately to a given stimuli, explore different movement ideas</li> <li>To compose a dance referring to dance movement vocabulary</li> <li>To show control and develop a dance with a variety of movements</li> <li>To compose a dance with a beginning, middle and end.</li> <li>Beginning to evaluate and improve performance.</li> </ul>   | <ul style="list-style-type: none"> <li>To hold a range of balances and be able to travel with control and accuracy.</li> <li>To ensure a smooth transition between movements.</li> <li>To create a sequence with jumps, spins and basic rolls.</li> <li>Match a short sequence.</li> <li>To observe another sequence and evaluate it, using appropriate vocabulary.</li> </ul>  | <ul style="list-style-type: none"> <li>Can catch a large ball when moving.</li> <li>Can dribble a ball (hands or feet) changing direction, keeping control.</li> <li>Can strike a ball with precision in a game.</li> <li>Works well in a team, encouraging teammates.</li> </ul> <p>This will continue into Summer 2</p>                         | <ul style="list-style-type: none"> <li>Runs fluently with good coordination.</li> <li>Is able to control speed when running a longer distance.</li> <li>Able to pass and receive the baton, using the formal method.</li> </ul>   |
| <b>End points</b>          | <p>Children are able to run fluently and they can run consistently for 3 minutes without stopping. Children are introduced to the formal method for passing and receiving the baton in a relay. They can throw overarm with force and at least 7 metres. They can</p>   | <p>A Year Four child can pass a ball to a teammate using a variety of passes – including a chest pass and a bounce pass. In a game, they are beginning to demonstrate the ability to pass and then move into a space. They can catch a large ball when moving and can dribble a ball (with hands or feet) changing direction on a court or pitch, keeping control. They are also able to participate in team games.</p> | <p>A Year Four child can respond appropriately to given stimuli ie music, images, by improvising different movement ideas. They can communicate their ideas to others. They can use these ideas by composing their own dance. Their dance has a beginning, middle and ending. It shows control and variety- shape, emotion, unison and contrast. They can perform to others. A Year Four child is beginning to evaluate their own performance and improve it.</p> | <p>A Year Four gymnast can hold a range of balances and travel with control and accuracy of movement. They are also taking care to transition smoothly from one action to another. Individually, they can create a sequence linking rolls, spins and balances. In partnership they can match a short sequence. A Year Four child can observe another sequence and evaluate it using age-appropriate vocabulary.</p>   | <p>A Year Four child will develop the ball skills learned in Autumn – by recapping those skills so that they are ready for Year 4. They can also strike a moving ball – for example in a basic tennis rally and by hitting a ball bowled to them in cricket or rounders. They will show the ability to encourage their teammates in games.</p>    | <p>Year Four child will be able to participate confidently and competitively in a variety of races at sports day.</p>   |

| Year Five                  | Autumn 1   | Autumn2  | Spring1   | Spring2   | Summer 1  | Summer2   |
|----------------------------|--|--|---|---|---|---|
| Concepts                   | Athletics  | Ball skills  | Dance   | Gymnastics  | Bat and Ball skills   | Bat and Ball skills/Athletics   |
| <b>National Curriculum</b> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to use running, jumping and throwing in isolation.</li> <li>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Pupils should be taught to use throwing and catching, in isolation and in combination.</li> <li>Pupils should be taught to play competitive games and apply basic skills of attacking and defending.</li> </ul>                        | <ul style="list-style-type: none"> <li>Master basic movements of agility, balance and coordination.</li> <li>Engage in cooperative physical activities.</li> <li>Pupils should be taught to perform dances using simple movement patterns.</li> <li>Sets personal challenges and can improve performance.</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils should create actions and sequences of movements.</li> <li>Children should enjoy communicating and collaborating with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to develop flexibility, strength, technique, control, and balance.</li> <li>To observe another sequence and evaluate it, using appropriate vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Pupils should be taught to use throwing and catching, in isolation and in combination.</li> <li>Pupils should be taught to play competitive games and apply basic skills of attacking and defending.</li> </ul>   | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities, and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to use running, jumping and throwing in isolation.</li> </ul> <p>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |
| <b>Skills</b>              | <ul style="list-style-type: none"> <li>Runs fluently with good coordination and speed.</li> <li>Able to sustain pace over a longer distance.</li> <li>Fluent baton change in the relay.</li> <li>Able to throw – good technique, accurately.</li> <li>Able to jump with power and control</li> </ul>   | <ul style="list-style-type: none"> <li>Choose a good pass in a game.</li> <li>Pass and move into space.</li> <li>Can catch a ball when moving.</li> <li>Can dribble a ball (hands or feet), looking for space.</li> <li>Beginning to outwit an opponent.</li> <li>Works well in a team, adapting play to suit the team.</li> </ul>                                       | <ul style="list-style-type: none"> <li>To begin to develop their own movement patterns using specific vocabulary (ie unison, canon)</li> <li>To improvise a given stimulus, using given ideas and some of their own ideas.</li> <li>To perform a dance to an audience showing a growing focus, confidence</li> <li>To compose a group dance demonstrating some actions, change of level, direction and space.</li> <li>To copy, repeat and remember complex dance movements</li> </ul>                              | <ul style="list-style-type: none"> <li>To transfer a floor sequence (with balances, jumps, rolls, spins and controlled travel) onto different apparatus – always controlled.</li> <li>To match a sequence.</li> <li>To work with a partner and include supported balances</li> <li>To copy, repeat and remember a complex sequence</li> </ul>   | <ul style="list-style-type: none"> <li>Can dribble a ball (hands or feet), looking for space.</li> <li>Can strike a ball with accuracy, control and power.</li> <li>Beginning to outwit an opponent.</li> <li>Works well in a team, adapting play to suit the team.</li> </ul> <p>This will continue into Summer 2</p>  | <ul style="list-style-type: none"> <li>Runs fluently with good coordination and speed.</li> <li>Able to sustain pace over a longer distance.</li> <li>Fluent baton change in the relay.</li> </ul>  |
| <b>End points</b>          | Children demonstrate running fluently with pace. They can run for 5 minutes without stopping. Children are now more adept at a fluent baton change. They are introduced to the triple jump and can throw overarm with accuracy and power.  | A Year Five child can pass and move into space in a game situation. In a game, they can catch a ball when moving and can dribble a ball (hands or feet), looking for space on a court or pitch. When carrying a ball, they are beginning to outwit an opponent to gain an advantage in a game. They work well in a team and be part of a team and use tactics in a game. | A Year Five child can develop their own movement patterns using specific vocabulary (ie unison, canon, gesture). They can use these ideas and the ideas of other in a group dance.<br>They can perform a dance to an audience, showing a growing confidence and focus.<br>Their dance tells some kind of story, this is shown through a variety of actions, change of shape, level and good use of space. They enjoy copying, repeating their dance movements because they know that this will improve performance. | A Year Five gymnast can transfer a sequence onto a combination of floor and apparatus. They show control in their movements. They can perform a matching sequence with a partner. In their sequence, they can perform a supported balance.<br>A Year Five child can copy, repeat their sequence, aiming to improve their accuracy and composure.  | A Year Five child will develop the ball skills learned in Autumn – by recapping those skills so that they are ready for Year 6. They can also strike a moving ball – for example participating in a tennis rally with a net and by hitting a ball bowled to them in cricket or rounders with some accuracy, power and precision. They will improve use tactics with greater confidence in a game. | A Year Five child will be able to participate confidently and competitively in a variety of races at sports day. They may return to the triple jump and throwing – if required.   |

| Year Six                   | Autumn 1  | Autumn2   | Spring1  | Spring2   | Summer 1  | Summer2   |
|----------------------------|---|---|--|---|---|---|
| Concepts                   | Athletics   | Ball skills   | Dance  | Gymnastics  | Bat and Ball skills   | Bat and Ball skills/Athletics   |
| <b>National Curriculum</b> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities, and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to use running, jumping and throwing in isolation.</li> <li>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Pupils should be taught to use throwing and catching, in isolation and in combination.</li> <li>Pupils should be taught to play competitive games and apply basic skills of attacking and defending.</li> </ul>           | <ul style="list-style-type: none"> <li>Master basic movements of agility, balance and coordination.</li> <li>Engage in cooperative physical activities.</li> <li>Pupils should be taught to perform dances using simple movement patterns.</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils should create actions and sequences of movements.</li> <li>Children should enjoy communicating and collaborating with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to develop flexibility, strength, technique, control, and balance.</li> </ul> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Pupils should be taught to use throwing and catching, in isolation and in combination.</li> <li>Pupils should be taught to play competitive games and apply basic skills of attacking and defending.</li> </ul> | <ul style="list-style-type: none"> <li>Children should enjoy communicating, collaborating and competing with each other.</li> <li>Children should develop the understanding of how to improve in different physical activities, and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to use running, jumping and throwing in isolation.</li> <li>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> |
| <b>Skills</b>              | <ul style="list-style-type: none"> <li>Maintains a good running style throughout a race.</li> <li>Able to sustain pace over a longer distance.</li> <li>Fluent baton change whilst moving.</li> <li>Able to throw – good technique, accurate, distance.</li> <li>Jump –a range of jumping techniques, with power and control.</li> </ul>  | <ul style="list-style-type: none"> <li>Pass and move into an attacking space.</li> <li>Retrieve a ball quickly with an awareness of the next move.</li> <li>Can dribble a ball (hands or feet) quickly, looking for space.</li> <li>Use different ways to outwit an opponent.</li> <li>Works well in a team, adapting play to suit the team.</li> </ul>     | <ul style="list-style-type: none"> <li>To develop their own movement patterns using specific vocabulary (ie unison, canon)</li> <li>To improvise a given stimulus, using their own ideas.</li> <li>To perform a dance to an audience showing focus, emotion, confidence</li> <li>To compose a group dance demonstrating a variety of actions, levels, direction and space.</li> <li>Sets personal challenges and can improve performance.</li> </ul>   | <ul style="list-style-type: none"> <li>To adapt a sequence onto different apparatus – always controlled and deliberate.</li> <li>To include balances, jumps, rolls, spins and controlled travel in a sequence.</li> <li>To combine use of floor, large and small apparatus.</li> <li>To match and mirror a sequence on floor and apparatus.</li> <li>To observe another sequence and describe what they like, using appropriate vocabulary.</li> </ul>          | <ul style="list-style-type: none"> <li>Can strike a ball with a bat or racket, with power and placement.</li> <li>Use different ways to outwit an opponent.</li> <li>Works well in a team, adapting play to suit the team.</li> </ul> <p>This will continue into Summer 2</p>   | <ul style="list-style-type: none"> <li>Maintains a good running style throughout a race.</li> <li>Able to sustain pace over a longer distance.</li> <li>Fluent baton change whilst moving.</li> </ul>   |
| <b>End points</b>          | Year Six child demonstrates good technique and pace when sprinting. They can sustain pace over a longer distance. They can perform the triple jump – some children can do this with balance, fluency and rhythm. They can throw overarm with accuracy and power.  | A Year Six can pass and move into an attacking space. They can retrieve a ball with awareness of the next move. They can dribble a ball (hands or feet) quickly and with control, and look for space. They can outwit an opponent to gain an advantage. A Year Six child can also be part of a team that adapts its play to suit the strengths of the team. | A Year Six child can develop their own movement patterns using specific vocabulary (ie unison, canon, gesture). They can use these ideas and the ideas of other in a group dance. They can perform a dance to an audience, showing a focus, emotion and confidence. Their dance tells some kind of story, this is shown through a variety of actions, change of shape, level and good use of space. They can discuss how they can improve their performance and put these ideas into practice. | A Year Six gymnast can transfer a sequence onto a combination of floor and apparatus. They show control and precision in their movements. They can perform a sequence with a partner, which has elements of matching or mirroring of actions. In their sequence, they can perform a supported balance. A Year Six child can observe another sequence and describe what they like about it, using appropriate vocabulary.  | A Year Six child will participate in a variety of summer sports – including tennis, cricket and rounders and apply the ball skills learned. They will be able to adapt tactics in a game to suit their team.  | A Year Six child will be able to participate confidently and competitively in a variety of races at sports day. They may return to the triple jump and throwing – if required.  |