



By the end of Reception, pupils will know and be able to:

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

### **Gross Motor Skills (ELG)**

- Negotiate space and obstacles safely, with consideration for themselves and others.
  - Demonstrate strength, balance and coordination when playing.
  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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- Listen attentively, move to and talk about music, expressing their feelings and responses.
  - Watch and talk about dance and performance art, expressing their feelings and responses.
  - Explore and engage in music making and dance, performing solo or in groups.

### **Being Imaginative and Expressive (ELG)**

- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

By the end of Year 1 pupils will know and be able to:

- Dance imaginatively and be able to change rhythm, speed, level and direction.
- Change rhythm, speed, level and direction in gymnastic activities
- Throw underarm, bounce & catch objects by self & with partner. Kick/stop a ball using a confident foot while static. Run straight and on a curve and sidestep with correct technique
- Begin to follow some simple instructions.
- Use varying speeds when running. explore footwork patterns, explore arm mobility,
- Explore different methods of throwing.
- Practise short distance running
- Develop balance, agility and coordination

By the end of year 2 pupils will know and be able to:

- Dance by finding interesting and inventive ways of moving between standing and floor shapes
- Perform gymnastics with control and co-ordination.
- Can select and apply a range of skills with control and consistency.
- Perform and repeat longer sequences with clear shapes and controlled movement
- To engage in competitive (both against self and others) and co-operative physical activities in a range of increasingly challenging situations
- Pupils should participate in team games, developing simple tactics for attacking and defending
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.

By the end of year 3 pupils will know and be able to:

- Respond to music in time & rhythm, respond to music to express a variety of moods & feelings.
- Perform a variety of movements and skills with good body tension. Link actions together so that they flow in running, jumping and throwing activities.
- In netball and basketball make a series of passes to team mates moving towards a scoring area. Show some signs of using a chest pass and shoulder pass.
- In football begin to dribble a ball making small touches, know where space is and try to move into it and begin to send a football to someone on the team.
- Begin to show how to hold a hockey stick and which side to use. Dribble the ball keeping it close, using the correct side of stick. Use a simple push pass to another team mate
- Run in different directions and at different speeds, using a good technique.
- Improve throwing technique, reinforce jumping techniques.

By the end of year 4 pupils will know and be able to:

- Use combination of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practice situations.
- To swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations.
- In gymnastics, perform at least 3 different rolls, travel and balance using floor and apparatus-
- In athletics select and maintain a running pace for different distances.
- Practise throwing with power and accuracy
- In tennis begin to tap a ball over a net allowing for a bounce, hit technique, bring racquet to meet the ball for a forehand and backhand hit.
- In netball make decisions regarding which is the best type of pass to use, know where positions are allowed on a court and mark another player and begin to attempt interceptions.

By the end of year 5 pupils will know and be able to:

- Effectively transfer skills and movement across a range of activities and sports. Perform a range of skills consistently and effectively in challenging or competitive situations.
- Recognise how some aspects of fitness apply to team games e.g. power, flexibility and cardiovascular endurance
- Collaborate as a team to choose, use and adapt rules in games
- Perform fluent dances and gymnastic routines with characteristics of different styles/eras, adapt & refine (in pair/group), dances that vary direction, space & rhythm
- In netball and basketball use all three passes (chest, shoulder & bounce) correctly. Use a range of speeds within a game to support a team in scoring and defend a player and make some successful interceptions
- Send a football to someone on the team, using different parts of foot accurately and use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).
- In rounders choose and use a range of simple tactics in isolation and in a game context.
- In tennis demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit

By the end of year 6 pupils will know and be able to:

- Perform skills in pressure situations and efficiently make adjustments to technique when required.
- Create & perform dances in a variety of styles consistently be aware of & use musical structure, rhythm & mood & can dance accordingly, use appropriate criteria & terminology to evaluate performances
- Develop flexibility, strength, technique, control and balance through gymnastics.
- To play competitive games, modified where, appropriate
- In netball know which pass is best to use and when in a game, draw defender away to create space for self or team and apply basic principles suitable for attacking and defending
- In tag-rugby be able to evade and tag opponents, running at speed, changing direction at speed. Play effectively in attack and defence to score points against opposition whilst supporting player with the ball
- In hockey use a range of passes knowing which one depending on the distance of the pass and know when to defend and what defence skills could be used.
- In athletics pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- In cricket to use a range of tactics for attacking and defending in role of bowler, batter and fielder

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- To dribble at pace with the intention of shooting
- To understand why shooting and rebounding are as important in basketball
- To understand the importance of defending as well as attacking at speed in basketball
- To understand and effectively keep possession when playing netball High 5's
- To play and understand High 5's netball
- To bat and bowl effectively to individuals and fields tactically
- To understand how to keep your wicket and protect stumps
- To set a field based on individuals and tactics
- To be tactically astute in understanding how to bat or bowl in order to win a game.
- To work with a partner to get the best possible outcome in pairs cricket
- To be actively involved in small sided games in cricket