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| Strands | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |  | Beyond Primary Expectations |
| Gymnastics |

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|  Copy & remember 2 or 3 actions  Move with some control in own & general space using change & speed of direction  Link 2 or more actions to make a sequence  Show contrasts –small/tall  Straight/curved wide/narrow  Travel by rolling forwards, backwards & sideways  Hold a position while balancing  Climb safely on equipment  Stretch & curl to develop flexibility  Jump in a variety of ways  Land with increasing control & balance  |

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|  Create, choose & remember 3 or 4 actions  Move with some control in own & general space using change & speed of direction  Link more actions to make a sequence  Show contrasts – body shape, balances, actions - small/tall  Straight/curved wide/narrow  Travel by rolling forwards, backwards & sideways  Hold a position while balancing on diff points of body  Climb safely on equipment  Stretch & curl to develop flexibility  Jump in a variety of ways  Land with increasing control & balance |

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|  Combine actions to show clear movement/links.  Simple Movement controlled, organized into a sequence.  consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements  improve their ability to select appropriate actions and use simple compositional ideas  |

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|  • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).  |

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|  Create sequences that include a range of movements including: • travelling • balances • swinging • springing • flight • bending, stretching and twisting • gestures • linking skills. •Hold shapes that are strong,. • Include in a sequence set pieces which have thought-out linking elements. • Vary speed, direction, level and during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness • Use equipment to vault  |

 | Create complex and well-executed sequences that include a full range of movements including:• travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting •Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).• Use equipment to vault and to swing (remaining upright) |

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|  **Physical education opportunities** • Play competitive sports such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby, athletics and gymnastics. • Perform dances using advanced movement patterns. • Take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team. **Developing practical skills** • Develop techniques and improve performances. • Compare performances with previous ones to achieve a personal best. • Become more competent, confident and expert in techniques. • Understand what makes a performance effective and apply these principles to own and others’ work. **Being physically active** • Take part in competitive sports and activities outside school through community links or sports clubs. • Develop the confidence and interest to get involved in exercise and sports and activities out of school and in later life **Competing** • Use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games  |

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| Dance  |

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| Copy & remember moves and positions  Move with simple movement patterns  Link 2 or more actions to perform a sequence  Choose movements to communicate a mood, feelings or ideas  |

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|  Copy & remember moves and positions  Move with careful control & coordination  Link a series of actions to perform a sequence  Choose movements to communicate a mood, feelings or ideas  |

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|  • Plan, perform sequences. • Move in a clear, fluent manner. • Show simple movements into sequences. • Create dances and movements that convey a theme. • Change speed and levels as part of performances. • Develop practising moves and stretching.  |

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|  • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.  |

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|  Compose longer dance sequences. • Perform expressively. • Perform and create complex sequences. • Express an idea in an imaginative ways. • Plan to perform with high energy, slow grace or other themes • Perform complex moves that combine strength and stamina gained through simple gymnastics activities.  |

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|  • Compose creative andimaginative dance sequences.• Perform expressively and hold aprecise and strong body posture.• Perform and create moredetailed complex sequences.• Express an idea in original andimaginative ways.• Plan to perform with high energy,slow grace or other themes andmaintain this throughout a piece.• Perform complex moves thatcombine strength and staminagained through more complexgymnastics activities (such ascartwheels or handstands). |

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| Athletics |

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|  Sprint over a short distance upto 20 metres.  Use a range of throwing techniques to a short distance with larger equipment (such as 2armed under arm, over arm).  Jump from one place to another  Aim to improve personal best performances.  |

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|  Sprint over a short distance up to 30 metres  Use a range of throwing techniques to a set distance with larger equipment(such as 2armed under arm, over arm).  Jump in a number of ways,(such as 2 footed jump/off one foot form a standing position  Compete with working partner and aim to improve personal best performances.  |

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|  Sprint over a short distance 40 metres.  Run over a longer distance, conserving energy in order to sustain performance.  Use a range of throwing techniques at a set distance (such as under arm, over arm).  Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate.  • Compete with others and aim to improve personal best performances.  |

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|  • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques over increasing distance (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.  |

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|  • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances.  |

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| • Combine sprinting with highhurdles over 60 metres.• Choose the and discuss tacticsover a variety of distances.• Throw accurately and refineperformance by analysingtechnique and body shape.• Show control in take off andlandings when jumping.• Compete with others and keeptrack of personal bestperformances, setting targets forimprovement. |

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| **Strands** | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Beyond Primary Expectations |
| Games |  Compete against yourself & apartner Use the term partner Use rolling hitting runningjumping catching & kickingskills in combination to suit thegame they are playing Develop tactics 1 verses 1 Lead others when appropriate | Compete against yourself & in ateam Use the terms opponent, teammate Use rolling hitting runningjumping catching & kickingskills in combination Develop tactics 2 versus 2 Lead others when appropriate |  Throw and catch with controlfollowing hands out ready,aimed throwpull towards the body. Hold equipment properly andstrike ball Follow simple rules in smallgames Know basic tactics to use insmall games. Involve team mates in yourgame. | Throw and catch with control andaccuracy.• Strike a ball and field withcontrol.• Choose appropriate tactics tocause problems for the opposition.• Follow the rules of the game andplay fairly.• Maintain possession of a ball(with, e.g. feet, a hockey stick orhands).• Pass to team mates atappropriate times.• Lead others and act as arespectful team member | • Choose and combine techniquesin game situations (running,throwing, catching, passing,jumping and kicking, etc.).• Work with team mates in order togain points or possession.• Strike a bowled or volleyed ballwith help/guidance.• Use forehand when playingracket games.• Field, defend and attack.• Choose the most appropriatetactics with help• Respect team mates andopposition.• Lead a small team andcoordinate tactics. | • Choose and combine techniquesin game situations (running,throwing, catching, passing,jumping and kicking, etc.).• Work alone, or with team matesin order to gain points orpossession.• Strike a bowled or volleyed ballwith accuracy.• Use forehand and backhandwhen playing racket games.• Field, defend and attack tacticallyby anticipating the direction ofplay.• Choose the most appropriatetactics for a game.• Uphold the spirit of fair play andrespect in all competitivesituations.• Lead others when called uponand act as a good role modelwithin a team. |  |
| Swimming | N/A | N/A | Swim between 25metres unaided. Use more than onestroke. Swim at the surface | • Swim between 25 and 50 metresunaided.• Use more than one stroke andcoordinate breathing asappropriate for the stroke beingused.• Coordinate leg and armmovements.• Swim at the surface and belowthe water. | • Swim over 75 metres unaided.• Use breast stroke, front crawl,ensuring that breathing is correctso as not to interrupt the patternof swimming.• Swim fluently with confidence.• Turn at the end of a length. | • Swim over 100 metres unaided.• Use breast stroke, front crawland back stroke, ensuring thatbreathing is correct so as not tointerrupt the pattern of swimming.• Swim fluently with controlledstrokes.• Turn efficiently at the end of alength. |  |
| Outdoor and adventurous activities | N/A | N/A |  Be shown how to wearequipment for outdoor andadventurous activity. Lead a team with guidance. Support others. Show resilience when plans donot work. Use maps, compasses anddigital devices with guidance. Listen to advice about changingconditions. | Arrive properly equipped foroutdoor and adventurous activity.• Understand the need to showaccomplishment in managing risks.• Show an ability to both lead andform part of a team.• Support others and seek supportif required when the situationdictates.• Show resilience when plans donot work and initiative to try newways of working.• Use maps, compasses and digitaldevices to orientate themselves.• Remain aware of changingconditions | Wear and apply equipment foroutdoor and adventurous activity.• Identify possible risks and waysto manage them with guided byteachers• Able to adapt to team roles andgain the commitment and respectof a team.• Empathise with others and offersupport without being asked.• Remain positive even in the mostchallenging circumstances,• Use a range of devices to helpthem with guidance• Quickly assess changingconditions to ensure safety comesfirst. | Select appropriate equipment foroutdoor and adventurous activity.• Identify possible risks and waysto manage them, asking for andlistening carefully to expert advice.• Embrace both leadership andteam roles and gain thecommitment and respect of ateam.• Empathise with others and offersupport without being asked. Seeksupport from the team and theexperts if in any doubt.• Remain positive even in the mostchallenging circumstances, rallyingothers if need be.• Use a range of devices in orderto orientate themselves.• Quickly assess changingconditions and adapt plans toensure safety comes first. | http://ts1.mm.bing.net/th?&id=HN.607987766984707032&w=300&h=300&c=0&pid=1.9&rs=0&p=0 |