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| Strands | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |  | Beyond Primary Expectations |
| Gymnastics | |  | | --- | |  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 | | |  | | --- | |  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 | | |  | | --- | |  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 | | |  | | --- | | • 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). | | |  | | --- | | 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) | |  | | --- | | **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 |   http://ts1.mm.bing.net/th?&id=HN.607987766984707032&w=300&h=300&c=0&pid=1.9&rs=0&p=0 |
| Dance | |  | | --- | | 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 | | |  | | --- | |  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 | | |  | | --- | | • 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. | | |  | | --- | | • 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. | | |  | | --- | |  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. | | |  | | --- | | • Compose creative and  imaginative dance sequences.  • Perform expressively and hold a  precise and strong body posture.  • Perform and create more  detailed complex sequences.  • Express an idea in original and  imaginative ways.  • Plan to perform with high energy,  slow grace or other themes and  maintain this throughout a piece.  • Perform complex moves that  combine strength and stamina  gained through more complex  gymnastics activities (such as  cartwheels or handstands). | |
| Athletics | |  | | --- | |  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. | | |  | | --- | |  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. | | |  | | --- | |  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. | | |  | | --- | | • 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. | | |  | | --- | | • 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. | | |  | | --- | | • Combine sprinting with high  hurdles over 60 metres.  • Choose the and discuss tactics  over a variety of distances.  • Throw accurately and refine  performance by analysing  technique and body shape.  • Show control in take off and  landings when jumping.  • Compete with others and keep  track of personal best  performances, setting targets for  improvement. | |
| **Strands** | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Beyond Primary Expectations |
| Games |  Compete against yourself & a  partner   Use the term partner   Use rolling hitting running  jumping catching & kicking  skills in combination to suit the  game they are playing   Develop tactics 1 verses 1   Lead others when appropriate | Compete against yourself & in a  team   Use the terms opponent, team  mate   Use rolling hitting running  jumping catching & kicking  skills in combination   Develop tactics 2 versus 2   Lead others when appropriate |  Throw and catch with control  following   hands out ready,aimed throw  pull towards the body.   Hold equipment properly and  strike ball   Follow simple rules in small  games   Know basic tactics to use in  small games.   Involve team mates in your  game. | Throw and catch with control and  accuracy.  • Strike a ball and field with  control.  • Choose appropriate tactics to  cause problems for the opposition.  • Follow the rules of the game and  play fairly.  • Maintain possession of a ball  (with, e.g. feet, a hockey stick or  hands).  • Pass to team mates at  appropriate times.  • Lead others and act as a  respectful team member | • Choose and combine techniques  in game situations (running,  throwing, catching, passing,  jumping and kicking, etc.).  • Work with team mates in order to  gain points or possession.  • Strike a bowled or volleyed ball  with help/guidance.  • Use forehand when playing  racket games.  • Field, defend and attack.  • Choose the most appropriate  tactics with help  • Respect team mates and  opposition.  • Lead a small team and  coordinate tactics. | • Choose and combine techniques  in game situations (running,  throwing, catching, passing,  jumping and kicking, etc.).  • Work alone, or with team mates  in order to gain points or  possession.  • Strike a bowled or volleyed ball  with accuracy.  • Use forehand and backhand  when playing racket games.  • Field, defend and attack tactically  by anticipating the direction of  play.  • Choose the most appropriate  tactics for a game.  • Uphold the spirit of fair play and  respect in all competitive  situations.  • Lead others when called upon  and act as a good role model  within a team. |  |
| Swimming | N/A | N/A | Swim between 25  metres unaided.   Use more than one  stroke.   Swim at the surface | • Swim between 25 and 50 metres  unaided.  • Use more than one stroke and  coordinate breathing as  appropriate for the stroke being  used.  • Coordinate leg and arm  movements.  • Swim at the surface and below  the water. | • Swim over 75 metres unaided.  • Use breast stroke, front crawl,  ensuring that breathing is correct  so as not to interrupt the pattern  of swimming.  • Swim fluently with confidence.  • Turn at the end of a length. | • Swim over 100 metres unaided.  • Use breast stroke, front crawl  and back stroke, ensuring that  breathing is correct so as not to  interrupt the pattern of swimming.  • Swim fluently with controlled  strokes.  • Turn efficiently at the end of a  length. |  |
| Outdoor and adventurous activities | N/A | N/A |  Be shown how to wear  equipment for outdoor and  adventurous activity.   Lead a team with guidance.   Support others.   Show resilience when plans do  not work.   Use maps, compasses and  digital devices with guidance.   Listen to advice about changing  conditions. | Arrive properly equipped for  outdoor and adventurous activity.  • Understand the need to show  accomplishment in managing risks.  • Show an ability to both lead and  form part of a team.  • Support others and seek support  if required when the situation  dictates.  • Show resilience when plans do  not work and initiative to try new  ways of working.  • Use maps, compasses and digital  devices to orientate themselves.  • Remain aware of changing  conditions | Wear and apply equipment for  outdoor and adventurous activity.  • Identify possible risks and ways  to manage them with guided by  teachers  • Able to adapt to team roles and  gain the commitment and respect  of a team.  • Empathise with others and offer  support without being asked.  • Remain positive even in the most  challenging circumstances,  • Use a range of devices to help  them with guidance  • Quickly assess changing  conditions to ensure safety comes  first. | Select appropriate equipment for  outdoor and adventurous activity.  • Identify possible risks and ways  to manage them, asking for and  listening carefully to expert advice.  • Embrace both leadership and  team roles and gain the  commitment and respect of a  team.  • Empathise with others and offer  support without being asked. Seek  support from the team and the  experts if in any doubt.  • Remain positive even in the most  challenging circumstances, rallying  others if need be.  • Use a range of devices in order  to orientate themselves.  • Quickly assess changing  conditions and adapt plans to  ensure 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 |