



Athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">- Pupils will begin to link running and jumping.- To learn and refine a range of running which includes varying pathways and speeds.- Develop throwing techniques to send objects over long distances.- Increase stamina and core strength needed to undertake athletics activities.- Take part in a broad range of opportunities to extend strength, balance, agility and coordination.- Cooperate with others to carry out more complex tasks.	<ul style="list-style-type: none">- Develop power, agility, coordination and balance over a variety of activities.- Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.- Can negotiate obstacles showing increased control of body limbs.- Improve running and jumping movements, work for sustained periods of time.- Reflect on activities and make connections between a healthy active lifestyle.- Experience and improve on jumping for distance and height.	<ul style="list-style-type: none">- Control movements and body actions in response to specific instructions.- Demonstrate agility and speed.- Jump for height and distance with control and balance.- Throw with speed and power and apply appropriate force.	<ul style="list-style-type: none">- Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.- Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.	<ul style="list-style-type: none">- Sustain pace over short and longer distances such as running 100m and running for 2 minutes.- Able to run as part of a relay team working at their maximum speed.- Perform a range of jumps and throws demonstrating increasing power and accuracy.	<ul style="list-style-type: none">- Become confident and competent in a range of techniques and recognise their success.- Apply strength and flexibility to a broad range of throwing, running and jumping activities.- Work in collaboration and demonstrate improvement when working with self and others.- Accurately and confidently judge across a variety of activities.

Skills covered

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform angle movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions.	Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditional games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Recording scores accurately.	Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.	Prepare to run individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area.	Sprint start techniques. Run up for long jump. Recording data for different types of throws. Work collaboratively to judge and record. Take part in specific modified events using laws/rules for each event.

Key Vocabulary

Relay – A team who run equal distances within the same race Sprint – Running as fast as possible over a short distance	Stamina – The ability to be active over a longer period Static – Performing an action whilst staying in one place	Power – Using strength at speed Pace – The ability to control speed over a set distance False start – Beginning the race before the starting stimulus	Accelerate – Ability to increase speed whilst running Decelerate – Ability to slow down speed Take off – The last step before performing a jump. Stage prior to flight.	Force – The ability to exert power over an object Transfer weight – The ability to use your body weight to generate more force Sustain – To maintain physical action or movement over time Baton exchange – The passing of the baton is a relay	Optimum- A condition that produces the best results Trajectory – The flight path an object or person
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Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Identify and use simple gymnastics actions and shapes. - Apply basic strength to a range of gymnastics actions. - Begin to carry simple apparatus such as mats and benches. - To recognise 'like' actions and link them. - To perform a variety, of basic gymnastics actions showing control. - To introduce turn, twist, spin, rock and roll and link these into movement patterns. - To perform longer movement phases and link with confidence. 	<ul style="list-style-type: none"> - Describe and explain how performers can transition and link gymnastic elements. - Perform with control and consistency basic actions at different speeds and on different levels. - Challenge themselves to develop strength and flexibility. - Create and perform a simple sequence that is judged using simple gymnastic scoring. - Develop body management through a range of floor exercises. - Use core strength to link recognised gymnastics elements, e.g., back support and half twist. - Attempt to use rhythm while performing a sequence. 	<ul style="list-style-type: none"> - Modify actions independently using different pathways, directions and shapes. - Consolidate and improve the quality of movement and gymnastics actions. - Relate strength and flexibility to the actions and movements they are performing. - To use basic compositional ideas to improve sequence work. - Develop body management over a range of floor exercises. - Attempt to bring explosive moves into floor ad leaps. - Show increasing flexibility in shape and balances. 	<ul style="list-style-type: none"> - To become increasingly competent and confident to perform skills more consistently. - Able to perform in time with a partner or group. - Independently use compositional ideas in sequences such as changes in height, speed and direction. - Define muscle groups needed to support the core of their body. - Refine taking weight on small and large body parts for example, hand and shoulder. 	<ul style="list-style-type: none"> - Create longer and more complex sequences and adapt performances. - Take the lead in a group when preparing a sequence. - Develop symmetry individually, as a pair or in a small group. - Compare performances and judge strengths and areas for improvement. - Select a component for improvement. For example – timing or flow. - Take responsibility for own warm up including remembering and repeating a variety of stretches. - Perform more complex actions, shapes and balances with consistency. - Use information given by others to improve performance. 	<ul style="list-style-type: none"> - Lead group warm up showing understanding of the need for strength and flexibility. - Demonstrate accuracy, consistency, and clarity of movement. - Develop and perform group balances - Work independently and in a small group to make up own sequences. - Arrange own apparatus to enhance work and vary compositional ideas. - Experience flight in and off of high apparatus. - Perform increasingly complex sequences. - Combine own ideas with others to build sequences. - Compose and practise actions and relate to music. - Show a desire to improve across a broad range of gymnastics actions.

Skills covered

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Carry equipment safely, perform magic chair landing. Explore body tension. Linking movements. Rock, spin, tur. Move on, off and cover.	Use start and finish shapes. Power in jumping. Levels and speed. Back and front support. Rhythm in performing. Body management in a range of actions.	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.	Cartwheel progressions. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through HIIT and circuit (skill and fitness)	Symmetry and asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels and roundoffs. Performing pathways. Devising warm ups.	Prepare for vaulting. Dismounting from height. Flight in unison and cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.

Key Vocabulary

<p>Balance – The ability to keep control of your body</p> <p>Shape – The position of your body during a movement</p> <p>Pathway – The direction and shape the person moves</p>	<p>Sequence – Two or more actions one after the other</p> <p>Floor exercise – A type of gymnastics which is performed on mats on the floor</p> <p>Extension – Straightening a body part as far as possible</p> <p>Relaxation – The body returns to its normal state after an exercise</p> <p>Present – A technique to show the audience you are starting and finishing a performance</p>	<p>Combination – Putting two different types of actions together in a sequence</p> <p>Explosive – Actions with maximum effort for a short period of time</p> <p>Rotation – An action that moves the body around one of the three axis in the body</p>	<p>Fluency – An action or sequence with control and momentum</p> <p>Contrasting – Two actions that are opposite to each other</p> <p>Flight – An action that allows the body to move through the air</p>	<p>Aesthetics – How an action or sequence looks to somebody watching</p> <p>Flexibility – The range of movement around a joint</p> <p>Asymmetry – When the shape of the body is different on each side</p> <p>Symmetry – When the shape of the body is the same on each side</p>	<p>Vault – A type of gymnastic exercise that involves running at speed and going over or on a vaulting table</p> <p>Counter tension – A type of balance that involves pulling away from another person or object</p> <p>Counter balance – A type of balance that involves pushing against or towards another person or object</p>
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Invasion Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - To practice basic movements including running, jumping, throwing and catching - To begin to engage in competitive activities - To experience opportunities to improve agility, balance and coordination - To recognise rules and apply them in competitive and cooperative games - Use and apply simple strategies for invasion games - Preparing for, and explaining the reasons why we enjoy exercise 	<ul style="list-style-type: none"> - Can send and receive a ball using their feet - Refine ways to control bodies and a range of equipment - Recall and link combinations of skills e.g. dribbling and passing - To select and apply a small range of simple tactics - Recognise good quality in self and others - To work with others to build basic attacking play – support and movement 	<ul style="list-style-type: none"> - To perform some basic invasion games skills, throwing, catching, kicking and dribbling - To build attacking offensive play - Able to show basic control skills including sending and receiving the ball - To send the ball with some accuracy in order to maintain possession and build attacking play - Able to implement basic rules of modified games e.g. tag rugby, handball - Develop motor skills to handle sticks with ease and improve agility - Show basic skills to maintain possession - Be aware of space and begin to use it efficiently - Link skills to perform as a team 	<ul style="list-style-type: none"> - Show increased confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting - Develop a wider range of ball handling skills - Use footwork rules in a game situation and explore basic marking - Passing over longer distances - Moving towards the ball to receive the pass - Pass and move with the ball as a team to build attacks - Apply a small range of tactics in a competitive situation - Demonstrate increased speed and endurance during game play - Evaluating skills, tactics and team play to aid improvement 	<ul style="list-style-type: none"> - Use strength, agility and coordination when defending - Increase power of passes, moving the ball accurately in a variety of situations - Select and apply a range of tactics and techniques and play with consistency - To play effectively in a variety of positions and formations on the pitch - Understand basic rules and recognise when a foul has been committed. - Begin to officiate conditioned games with a partner - Relate a greater number of attacking and defensive tactics to gameplay - Become more skilful when performing movements at speed - Decide appropriate skills to use during game play and app them at the correct time - Play effectively as a team in defence taking individual responsibility for your role 	<ul style="list-style-type: none"> - Apply aspects of fitness to the game such as power, strength, agility and coordination - Choose and implement a wider range of strategies to play defensively and offensively - Understand the rules and be able to officiate a conditioned game confidently - Observe, recognise and analyse good individual and team performances - Combine and perform more complex skills at speed - Use set plays in game situations and explain when and why they are used - Switch effectively as a team between defence and attack

Skills covered

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.</p>	<p>Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball and begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play as a goalkeeper.</p>	<p>General – Dribbling. Passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Basic shooting technique. Basketball – Jump ball. 2 handed shot. Defensive body position. Football – Use inside and outside of foot. Trapping. Handball – Catching ready position. Effective Hand Grip. Basic attacking formations. Netball – Chest, Shoulder and Bounce pass. Tag Rugby – Ball handling, running past defenders, evading taggers and tag protocol.</p>	<p>General – Passing over longer distances. Use some marking techniques and introduce defending principles – compactness and delay. Basketball – Use footwork rules. Explore basic marking. Crossover dribble. Bounce pass. Jump shot. Triple threat position. Football – Dribbling in different direction. Defensive tackling. Player and goal side marking. Handball – Protecting the ball. Basic shooting. 3 man weave. Turn on the move. 7m throw. Netball – Protecting the ball. Basic Shooting. Playing in thirds. 1to1 marking. Footwork rules. Tag Rugby – Running with the ball. Carrying technique. Keeping possession. Passing rules.</p>	<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation. Develop attacking set pieces. Basketball – Block. Forward Pivot. Forward Pass. Push pass. Football - Turning with the ball. Running with the ball. Step over. Keeping Possession. Compactness and delay. Defending the space. Handball – Jump Shot. Closing angles. Pivoting to pass. Set plays Netball – Effective pass selection. Pivot and Pass. Set Plays. Tag Rugby – Compactness in defence. Denying space to opposition. Basic attacking and defending formations. Decision making of when to run and when to pass.</p>	<p>General – Compare performances. Apply quick decision making – dribble, pass or shoot and justify actions. Basketball – Fast break, Retreat, Free throws, L-Cut, V – Cut. Football – Assisting shooting opportunities. Support and Off-ball Movement. Penalty shooting. Stretching space – width in attack. Creativity. Hockey – Self-pass rule. Fast break. Attacking the space. Long corners. Shooting. Channelling the opposition. Handball – Screening. Organisation in attack – around D. Using space. Creativity in attack. Penetration. Netball – Double Bounce and throwing over third Rule, Formation around D as attacker and defender. Movement off-ball to create space. Tag Rugby – Set play for attacking. Magic diamond formation. Spaces not faces. Developing creativity in attack. Good knowledge of rules. Basic refereeing skills.</p>
Key Vocabulary					
<p>Attack – The team with the ball who are trying to score</p> <p>Defend – The team without the ball</p>	<p>Compete – Playing a game against other people to gain points</p>	<p>Possession – The team who has the ball</p> <p>Space – Areas on the court or pitch where nobody else is</p>	<p>Intercept - Taking possession of the ball by getting in the way of a pass</p> <p>Teamwork – Working with others effectively</p>	<p>Regain – Winning back possession when lost</p> <p>Width – Spreading out across the area to create more space</p>	<p>Creativity – Performing unexpected skills at the appropriate moments</p> <p>Counterattack – Switching quickly from defence to attack when winning possession</p>

<p>who are trying to stop the other team from scoring</p> <p>Shooting – The technique used to try to score</p>	<p>Outwit – Using a tactic to beat an opponent</p> <p>Support – Moving into space to help your team mate on the ball</p> <p>Control – Using your body or equipment to stop the ball</p>	<p>Evade – Trying to avoid or escape something or someone</p> <p>Mark – To defend a specific player or area</p>	<p>Compactness – The concentration of players between the ball and the goal</p> <p>Delay – reducing the time and space for opponents to make forward progress</p>	<p>Penetration – Entering scoring areas with accuracy, timing and deception</p>	<p>Feint – Using the body to mislead or trick an opponent</p>
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Net / Wall Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Move towards a moving ball to return it - Sending an returning a variety of balls and objects - Send an object with increased confidence using hand or bat - Track and intercept a variety of objects along the floor and in air - Move in line with path of object or ball 	<ul style="list-style-type: none"> - Able to track path of ball over net and move towards it - Feed ball and shuttlecock over net using hands - Begin to return a ball using hands and racquets - Play modified net and wall games using throwing, catching and sending skills - Improve agility and coordination and use in a game 	<ul style="list-style-type: none"> - Serve to begin a tennis and badminton game - Explore forehand hitting - Begin to understand court boundaries and what is in and what is out - Identify and explain some net/wall game rules e.g. foul serve – second serve, double hit 	<ul style="list-style-type: none"> - Explore forehand and backhand – when you would use them and the effectiveness of both - Demonstrate knowledge of different skills - Work to return the serve - Demonstrate a return to ready after each shot played - Demonstrate different court positions 	<ul style="list-style-type: none"> - Use range of serves - Introduce volley shot - Develop lob and drop shot - Play with opponent to score and defend points in competitive games - Demonstrate good footwork techniques - Investigate tennis service rules - Explore hitting ball with hand over the net - Serve ball from back of court using hands - Demonstrate forehand technique confidently in a non- competitive rally 	<ul style="list-style-type: none"> - Develop wider range of shots - Begin to apply tactics such as net play and offensive and defensive positioning. - Begin to play doubles tennis and explore formations - Select and apply different shots depending on received ball - Be able to officiate a match using knowledge of rules and scoring system - Demonstrate fluent forehand and backhand rallies

Skills covered

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sliding and receiving an object. Moving towards ball/object. Exploring ways of sending object. Attempt to hit a ball. Basic rally with slow moving objects. Track balls. Feeding ball by rolling and throwing. Develop core strength by sending ball from different positions – sitting, kneeling and standing.	Identify dominant and non-dominant side (favourite hand). Able to self-feed a ball to a partner using hands. Develop the ready position to receive a ball or shuttlecock. Throw into space to try to beat opponent. Complete a rally with a partner using hands. Demonstrate knowledge of basic serving rules (serve diagonally). Develop agility and movement around court.	Badminton – Hit shuttlecock with varying speed. Hit using direction. Return a shuttle over the net. Hit using forehand technique. Play to boundaries. Understand how to set up court. Tennis – Ready position. Hit to specific zones/areas. Perform a forehand shot. Move towards ball to return. Serve underarm with some accuracy.	Badminton – Demonstrate overhead/clearance shot with some success. Perform forehand serve over net with some accuracy. Understand how to keep score. Understand boundaries of court. Tennis – Demonstrate correct positioning to return balls. Demonstrate accurate forehand return consistently over net. Introduce backhand technique. Serve underarm with accuracy and varying depths.	Volleyball – Serve over net from back of court. Move to flight of ball to receive. Set ball to team mate. Catch ball at different speeds. Return over net. Explore diamond or square formation. Introduce boundaries and scoring. Tennis – Volley Shots. Drop Ball and Lob. Clearing from the back of court. Confident in forehand and backhand return. Conditioned games to encourage using different shots. Evaluate peer shot selection and give feedback. Umpire game with partner.	Volleyball – Position to defend. Position to attack. Understand scoring and rules. Attack space. Officiate match with partner and as individual. Analyse performance of self and peer. Tennis – Introduce the smash. Rules of doubles. Boundaries in doubles. Communication and formation in doubles. Use doubles tactics and positioning. Umpire individually. Introduce overhead serve. Introduce spin.
Key Vocabulary					
<p>Hit – When contact is made to a ball/shuttle/object</p> <p>Serve – The first hit to begin a game</p> <p>Ready position – The position of the body ready to hit the ball</p>	<p>Court – The area the game is played on</p> <p>Rally – When an object is hit and returned continuously</p> <p>Racquet face – The part of the racquet where the strings are</p> <p>Grip – The correct way to hold the racquet</p>	<p>Forehand – Where the wrist faces the direction of the stroke or swing</p> <p>Backhand – Where the back of the hand faces the direction of the stroke or swing</p>	<p>Clear – Hitting the object towards the back of the court</p> <p>Backcourt – The area from the end line to the attack line</p> <p>Shuttlecock – The object that is hit during badminton</p>	<p>Overhead – Hitting an object that is above their head</p> <p>Volley – Hitting an object before it bounces</p> <p>Double fault – When the server commits to foul serves</p> <p>Self-feed – When you throw the ball to yourself and then hit it</p>	<p>Lob – Hitting the object over your opponents hit</p> <p>Drop shot – Hitting the object so it lands just over the net</p> <p>Smash – Hitting downwards with power</p> <p>Offensive play – Attempting to score the winning point</p> <p>Trajectory – The flight of the ball / object</p>

Striking and Fielding Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Able to hit objects with hand or bat - Track and retrieve a rolling ball - Throw and catch a variety of balls and objects - Develop sending and receiving skills - Begin to play conditioned 3v3 game of batters and fielders 	<ul style="list-style-type: none"> - To develop hitting skills with a variety of bats - Practice feeding / bowling skills - Roll ball to target - Hit and run to score points in games - Explore hit, catch, run in a variety of games - Begin to work a small team to field - Communicate with team - Introduce roll of wicketkeeper or backstop 	<ul style="list-style-type: none"> - Introduce basic rules of cricket - Develop a range of skills to use in isolation and in conditioned games - Use basic skills with more consistency - Demonstrate underarm bowling technique with some accuracy - Work cooperatively with others to complete fielding tasks 	<ul style="list-style-type: none"> - Develop range of striking and fielding skills used in a competition activity - Choose and use a range of simple tactics in isolation and in a game context - Understand how cricket game is played e.g. balls and overs - Understand what is a good bowled ball – not wide, one bounce etc... - Consolidating existing skills and apply them with consistency - Introduce overarm bowling technique - Strike the ball with intent, use decision making to attempt direction into space 	<ul style="list-style-type: none"> - Link together a range of skills and use them in combination - Develop overarm bowling technique in isolation and stationary - Understand different roles within fielding team - Demonstrate understanding of fielding positioning and formations - Recognise how some aspects of fitness apply to striking and fielding activities - Further develop overarm throwing over a longer distance with some accuracy - Introduce rules of rounders and scoring system 	<ul style="list-style-type: none"> - Confidently apply rules within cricket game - Understand rounders rules and be able to keep score - Experience various roles within team e.g. bowler, batter, fielder, wicketkeeper - Develop decision making on when to run and when to stay - Demonstrate overarm throwing technique over a longer distance accurately to target zone - Develop overarm bowling with short run up

Skills covered

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Hit stationary ball with bat. Run between bases to score runs. Retrieve a moving ball.	Hit a rolled ball with bat. Hit stationary ball with some power and direction. Use kicked to send a ball and score points. Use underarm bowling. Attempt to hit to space. Move in line to stop ball.	Bowl with some accuracy and consistency. Use long barrier to collect rolling ball. Use underarm and overarm throwing technique. Explore role of wicketkeeper. Explore using different bats to hit the ball. Decide which base to field ball to in order to get attacker out.	General - Directing hit into space. Running to score runs. Attempt to stop a bouncing ground ball with some success. Cricket - Forward drive into space. Foot placement to hit ball effectively. Use underarm bowling technique accurately. Hit ball in specific direction with bat with consistency. Apply simple rules to a conditioned game. Anticipate when to run. Attempt a pull shot.	General – Throw accurately and with speed over short distances. Use overarm technique over longer distances. Cricket - Calling for runs with partner. Attempt to bowl using run up. Setting a field. Basic formations. Forward defensive shot. Start to keep wicket. Rounders – Hit one handed. Experience role of backstop. Run at speed to avoid being stumped. Use rounders scoring system. Body position to catch ball at base.	General – Demonstrate urgency in scoring points. Track and catch high balls. Work within team to field a long ball. Cricket – Fielding positions, slip, short leg, cover. Bowling short. Overarm bowling with run up. Umpire an over confidently. Rounders – Distinguish between deep and close fielding. Apply backwards hit rule. Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking and running out teammates. Defensive tactics – bases loaded straight to 4 th .
Key vocabulary					
Batter – The player attempting to hit the ball with a bat Bowler – The player sending the ball for the batter to hit	Underarm – Throwing the ball from below the waist Overarm – Throwing the ball from shoulder height	Feed – The method of sending the ball, usually underarm for a batter to practise hitting Field – The position of the fielders when an opponent is batting	Collect – The picking up of a ball that is rolling on the pitch Retrieve – Chasing a ball that has been hit past a fielder Wicket – The piece of cricket equipment that has three stumps and two bails	Wicketkeeper / Backstop – The player that stands in the area behind the batter Accuracy – Ensuring the ball goes where it is intended Stance – How a player stands when batting	Innings – The length of time that one team spends batting Pick up – How the bat is lifted in a ready position by the batter ready to hit a ball

Outdoor and adventurous activity (OAA)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Use thinking skills to follow multi step instructions - Understand that one thing can represent another - Take part in activities with increasing challenge to build confidence - Solve more challenging problems as an individual 	<ul style="list-style-type: none"> - Use searching skills to find given items from clues and pictures - Work as a pair to navigate a space - Use and explore unusual equipment to develop coordination, problems solving and motor skills - Uses knowledge of games to work within a team to create own game with simple rules 	<ul style="list-style-type: none"> - Work with others to solve problems - Describe their work and use different strategies to solve problems - Experience being a leader and being led by another - Differentiate between when a task is competitive and when it is collaborative - Understand what factors contribute to making a good team 	<ul style="list-style-type: none"> - Work well in a team or group within defined and understood rules - Create a plan to try to solve a problem - Understand the relevance of maps, compass and symbols and be able to use them - Evaluate strengths and areas to improve in performance as a team and individual 	<ul style="list-style-type: none"> - Use a range of different communication techniques during challenging situations - Able to give clear and concise instructions - Evaluate which method is most suitable depending on environment - Navigate and solve problems from memory - Develop and use trust to complete the task and perform under pressure - Shows good leadership skills 	<ul style="list-style-type: none"> - Receives and analyses information provided by others to help complete tasks and work collaboratively - Undertake and complete more complex tasks with increased success - Take responsibility for a role in a task confidently - Can use a map effectively to navigate an area

Skills covered

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Follow simple instructions. Recognise, remember and match some symbols. Perform physically challenging actions. Follow a movement patterns with others. Take part in competitive races and work with a partner. Undertake simple speed stack arrangements.	Build on speed stack skills. Use equipment in unusual and different ways. Create group movement patterns. Participate in blindfolded activities. Introduce map keys and use in a simple way.	Explore other ways to communicate – non-verbally. Develop map reading skills. Solve problems as a team. Give clear instructions to team. Plan a route on a map. Participate in trust activities.	Recognise NESW and use compass. Follow a course. Work cooperatively with partner to follow a map and solve problems. Recognise a range of standard map symbols. Evaluate success.	Use memory and recall skills. Demonstrate good stamina and speed to complete course. Use control cards. Perform under pressure. Perform safely and with control. Classify and interpret simple coded messages. Give clear instructions during blindfolded activity.	Understand map reading and use it to find objects in a scavenger hunt. Tie a reef knot. Light a fire. Learn basic rock climbing techniques. Solve problems as a team.
Key vocabulary					
Symbol – A picture or illustration that represents something in real life Verbal – Communicating through speaking	Key – A small box that explains the symbols on a map Problem Solving – Trying different solutions to overcome a challenge	Coordination – Being able to use two or more parts of the body at once Tactile – Using the sense of touch Communication – The sending and receiving of information	Scale – The ratio of distance between two points compared to their real distance Orienteering – Using a map to find a series of points in an area	Compass – An instrument that tells you which direction you are facing Ingenuity – Thinking or trying things in new ways Resilience – The ability to recover quickly from failing and not giving up	Decipher – To work out the meaning of something Orient – To use reference points to help find your location

Dance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Respond to a range of stimuli and types of music - Explore space, direction, levels and speeds - Experiment creating actions and performing movements with different body parts - Able to build simple movement patterns from given actions - Compose and link actions to make simple movement phrases - Respond appropriately to supporting concepts such as canon and levels 	<ul style="list-style-type: none"> - Describe how performers can transition and link shapes and balances - Perform basic actions with control and consistency at different speeds and on different levels - Challenge themselves to move in different ways whilst responding to music - Work within a duo to create short movement sequences and perform them to the class - Employ different formations within group work - Explore different relationships within group - Explain how emotion and feeling can affect dance - Use stimuli to copy and create dance actions 	<ul style="list-style-type: none"> - Practice different sections of a dance and combine them together to create a longer performance - Add facial expressions to performance - Use props effectively within dance - Use of repetition to create barn dance - Develop choreography skills and include travelling, dynamics and partner work into a Barn Dance style performance 	<ul style="list-style-type: none"> - Work to include freeze frames into routines - Practise a variety of different group formations in dance - Create dance to perform as a group with a set starting and end position - Explore use of theme within dance and develop within performance - Use dynamics and formations to communicate different characters - Understand different levels in dance and implement a range in own performance - Understand different performance skills and qualities when performing to an audience 	<ul style="list-style-type: none"> - Perform different styles of dance fluently and clearly - Refine dances adapting them to include the use of space, rhythm and expression - Evaluate other performances, giving feedback on use of space, levels and motif development - Comment on dances suggesting ideas for improvement - Work collaboratively in group to compose simple dances using a motif - Concentrate on one simple theme throughout dance and ensure it is prevalent and communicated to the audience 	<ul style="list-style-type: none"> - Work collaboratively to include more complex compositional ideas - Develop motifs and incorporate into self-composed dances as individuals, pairs and small groups - Evaluate different styles of dance using appropriate terminology and language - Build tension through the use of patterns and formation

Skills covered

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a theme to create a simple movement sequence. Develop actions to express themselves. Dance with start, middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple cannon and in rounds. Explore storytelling through dance. Attempt to move to music.	Dance in solo and duet. Explore different footwork. Respond to a visual stimulus. Comment on contrasting actions. Explore mirror image and replication. Use a clockface to inspire and develop a dance. Perform 'freestyle' moves, listening to music speed and tempo. Count beats to music.	Perform a jazz square. Perform 2 contrasting characters. Communicate ideas with group. Apply cannon and unison to sequences. Use a prop. Create own floor patterns. Apply feedback to own performance.	Understand and apply freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to create sequence movements. Use formations to tell a story. Create a sequence using different levels and dynamics. Perform without prompts. Identify strengths in a performance.	Perform locomotor and non-locomotor movements in a dance phrase. Identify the key features of key dancing. Work collaboratively in a group of four. Lead a group and give instructions clearly. Apply knowledge of line dancing to create own sequence. Communicate the idea of a hero and demonstrate this with a simple phrase. Under motifs and create dance that develops a specific motif. Copy and execute a high-energy jump sequence. Create a low-level attack sequence.	Explore space, relationships and formations in a pair and group. Identify appropriate dynamics and formations for the Hakka. Perform some basic street dance skills. Be able to perform in time to the music. Respond to change in music using different dynamics and emotions. Describe the mean/purpose of several different devices. Show formations that create tension and relationships. Create and perform to various aural settings. Analyse own and others perform and suggest ways to improve.
Key Vocabulary					
<p>Compose – When you create your own movements and actions and combine them into a dance.</p> <p>Canon – When a group of people completes the same action one after the other.</p>	<p>Unison – When a group of people complete the same action at the same time.</p> <p>Mirror – When actions are performed by different people using the opposite side body parts.</p> <p>Replicate – When actions are performed the same.</p>	<p>Rhythm – A uniformed, recurring pattern of beat or music.</p> <p>Improvisation / Freestyle – React to music to perform actions or sequences that are not pre-planned.</p> <p>Contrast - Two opposite actions.</p> <p>Prop - An object that is manipulated or used in a dance</p>	<p>Levels - Different actions and sequences can be performed at various heights.</p> <p>Facial expression - A non-verbal way to communicate a message using the face.</p>	<p>Choreographer - A person who creates a dance sequence to perform.</p> <p>Formation - The position of each dancer when performing in a group dance</p> <p>Tempo - The speed of the music</p>	<p>Gesture - The movement of a body part without using your weight e.g. wave, point or nod.</p> <p>Dynamics - The different types of movement quality that adds uniqueness, richness and power</p>