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**Alfred Sutton Physical Education subject overview**

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| **EYFS** | **KS1** | **KS2** |
| Educational Programme: **Educational Programme**  Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**  Children show more confidence in new social situations. They can skip, hop, stand on one leg and hold a pose for a game like musical statues. They use large muscle movements to wave flags and streamers, paint and make marks. They are increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  **Gross Motor Skills**  Children at the expected level of development will:   * 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.   **Fine Motor Skills**  Children at the expected level of development will:   * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paint brushes and cutlery. * Begin to show accuracy and care when drawing.   **Being imaginative and expressive**  Children at the expected level of development will:   * try to move in time with music. | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations.    *Pupils should be taught to:*     * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns | 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.    *Pupils should be taught to:*     * use running, jumping, throwing and catching in isolation and in combination   • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending   * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best |

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| **Gymnastics** | **Foundation Expectations** | **Y1 Expectations** | **Y2 Expectations** | **Y3 Expectations** | **Y4 Expectations** | **Y5 Expectations** | **Y6 Expectations** |
| **Overview** | Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing. | Pupils learn use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils begin to understand the use of levels and shapes when travelling and balancing. | Pupils learn how to find and use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. | Pupils focus on improving the quality of their movements. They are introduced to the terms ‘extension’ and ‘body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop performance skills considering the quality and control of their actions. | Pupils create more complex sequences. They learn a wider range of traveling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and with a partner to build sequences. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. | Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. | Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They work in larger groups using formations to improve the aesthetics of their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. |
| **Practical**  **Assessment**  **Criteria** | * I can handle equipment effectively. * I can move confidently in a range of ways. * I can safely negotiate space. * I can show good control and co-ordination in small and large movements. | * I can remember and repeat actions and shapes. * I can make my body tense, relaxed, stretched and curled. • I can show an awareness of space when travelling. * I can link simple actions together. * I can use apparatus safely. | * I can plan and repeat simple sequences of actions. * I can use shapes when performing other skills. * I can use directions and levels to make my work look interesting. * I can perform the basic gymnastic actions with some control and balance. | * I complete actions with increasing balance and control. • I can move in unison with a partner. * I can choose actions that flow well into one another. * I can adapt sequences to suit different types of apparatus. | • I can safely perform balances individually and with a partner. • I can plan and perform sequences with a partner that include a change of level and shape. | * I can create and perform sequences using apparatus, individually and with a partner. * I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group   and say how it affects the performance.   * I can use strength and flexibility to improve the quality of a performance. • I can lead a partner through short warm-up routines. | * I understand what counter balance and counter tension is and can show examples with a partner. * I can combine and perform gymnastic actions, shapes and balances with control and fluency. * I can create and perform sequences taking using compositional devices to improve the quality. * I can lead a small group through a short warm-up routine. |
| **Knowledge**  **Assessment**  **Criteria** | * I can handle equipment effectively. * I can talk about ways to keep healthy and safe. * I know the importance for good health and physical exercise. | * I can remember and repeat actions and shapes. * I can show an awareness of space when travelling. • I can use apparatus safely. • I can recognise changes in my body when I do exercise. | * I can plan and repeat simple sequences of actions. * I can use directions and levels to make my work look interesting. * I can describe how my body feels during exercise. | * I use a greater number of my own ideas for movements in response to a task. * I can choose and plan sequences of contrasting actions. * I can choose actions that flow well into one another. * I can adapt sequences to suit different types of apparatus. • With help, I can recognise how performances could be improved. * I understand why it is important to warm up. | * I can plan and perform sequences with a partner that include a change of level and shape. * I understand how body tension can improve the control and quality of my movements. * I can explain what happens in my body when I warm up. * I can watch, describe and suggest possible improvements to others’ performances and my own. * I can identify some muscle groups used in gymnastic activities. | * I can create and perform sequences using apparatus, individually and with a partner. * I can use set criteria to make simple judgments about performances and suggest ways they could be improved. • I can lead a partner through short warm-up routines. | * I understand what counter balance and counter tension is and can show examples with a partner. * I can create and perform sequences taking using compositional devices to improve the quality. * I can suggest changes and use feedback to improve a sequence. |

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| **Athletics** | **Foundation Expectations** | **Y1 Expectations** | **Y2 Expectations** | **Y3 Expectations** | **Y4 Expectations** | **Y5 Expectations** | **Y6 Expectations** |
| **Overview** | Children will develop their fundamental movement  skills of balancing, running and stopping, hopping, galloping, changing direction and jumping. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. | Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. | Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. | Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.  As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores. | Pupils will develop basic running,  jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores. | Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach. | Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach. |
| **Practical**  **Assessment**  **Criteria** | * I can handle equipment effectively. * I can move confidently in a range of ways. * I can safely negotiate space. * I can show good control and co-ordination in small and large movements. | * I can run at different speeds • I can show balance and coordination when changing direction. * I can link running and jumping movements with some control and balance. • I can experiment with different types of jumps and landing. * I can co-ordinate my body to throw towards a target. • I am developing my technique to throw for distance. | * I show balance and coordination when running at different speeds. * I can show balance when changing direction. * I can link running and jumping movements with some control and balance. • I can experiment with different types of jumps and landing. * I show good technique when throwing towards a target. * I am developing throwing for distance. * I can describe how my body feels during exercise. | * I can run at fast, medium and slow speeds. * I can use different take off and landings when jumping. * I am developing jumping for distance and height. * I can take part in a relay activity, remembering when to run and what to do. * I can throw a variety of objects, changing my action for accuracy and distance. * I can record my distances, numbers and times. | * I can demonstrate the difference between sprinting and running over varying distances. • I can demonstrate different throwing techniques. * I can jump for distance and height with control and balance. * I can throw with some accuracy and power into a target area. | * I can choose the best pace for a running event. * I can perform a range of jumps showing some technique. * I can show control at take-off in jumping activities. * I can show accuracy and good technique when throwing for distance. • I can lead a partner through short warm-up routines. | * I can select and apply the best pace for a running event. * I can exchange a baton with success. • I can perform jumps for height and distance using good technique. * I can show accuracy and good technique when throwing for distance. * I can lead a small group through a short warm-up routine. |
| **Knowledge**  **Assessment**  **Criteria** | * I can talk about ways to keep healthy and safe. * I know the importance for good health and physical exercise | • I can recognise changes in my body when I do exercise. | • I can describe how my body feels during exercise. | * I can record my distances, numbers and times. * I understand why it is important to warm up. * I can identify when I was successful. | • I can explain what happens in my body when I warm up. • I can identify when I was successful and what I need to do to improve. | * I can choose the best pace for a running event. * I can understand how stamina and power help people to perform well in different athletic activities. * I can identify good athletic performance and explain why it is good. * I can lead a partner through short warm-up routines. | * I can select and apply the best pace for a running event. * I can lead a small group through a short warm-up routine. * I can identify my own and others’ strengths and areas for development and can suggest ways to improve. |

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| **Invasion** | **Y1 Expectations** | **Y2 Expectations** | **Y3 Expectations** | **Y4 Expectations** | **Y5 Expectations** | **Y6 Expectations** |
| **Overview** | Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. | Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. | Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games. They will learn how to dodge a defender and how to defend an opponent. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others’ performances and suggest improvements. | Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games. They will learn how to dodge a defender and how to defend an opponent. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others’ performances and suggest improvements. | Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. They will play uneven and even sided games. Pupils will evaluate their own and other’s performances, suggesting improvements. | Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. They will play uneven and even sided games. Pupils will evaluate their own and other’s performances, suggesting improvements. |
| **Practical**  **Assessment**  **Criteria** | * I am beginning to dribble a ball with my hands and feet. • I know who is on my team. • I can send and receive a ball. * I can stay with another player when defending. * I can dodge. * I can find space. | * I can sometimes dribble a ball with my hands and feet. • I know who is on my team and I can attempt to send the ball to them. * I can move with a ball towards goal. * I can dodge and find space away from the other team. • I can stay with another player to try and prevent them from getting the ball. | * I can dribble, pass, receive and shoot the ball with some control. • I am learning the rules of the game and I am beginning to use them. * I can move with a ball towards goal with increasing control. | * I can dribble, pass, receive and shoot the ball with increasing control. * I understand the rules of the game and I can use them most of the time. * I can help my team keep possession and score goals when I play in attack. * I can delay and help prevent the other team from scoring when I play in defence. • I can use simple tactics to help my team score or gain possession. | * I can dribble, pass, receive and shoot the ball with some control under pressure. * I understand the rules of the game and I can use them often. * I understand there are different skills for different situations and I am beginning to use this. * I can move into space to help my team. * I can lead a partner through short warm-up routines. | * I can dribble, pass, receive and shoot the ball with increasing control under pressure. * I can use the rules of the game consistently. * I can create and use space to help my team. • I can select and apply different movement skills to lose a defender. * I can lead a small group through a short warm-up routine. * I can use marking, tackling and/or interception to improve my defence. |
| **Knowledge**  **Assessment**  **Criteria** | * I can help my team to score. * I can recognise changes in my body when I do exercise. • I know how to score points. | * I can describe how my body feels during exercise. * I know how to score points and can remember the score. | * I am learning the rules of the game and I am beginning to use them. * I understand my role as an attacker and as a defender. * I understand why it is important to warm up. * I can identify when I was successful. | * I understand the rules of the game and I can use them most of the time. * I can use simple tactics to help my team score or gain possession. * I can explain what happens in my body when I warm up. * I can identify when I was successful and what I need to do to improve. | * I understand the rules of the game and I can use them often. * I understand there are different skills for different situations and I am beginning to use this. * I know what position I am playing in and how to contribute when attacking and defending. * I recognise my own and others strengths and areas for development and can suggest ways to improve. * I can lead a partner through short warm-up routines. | * I can select the appropriate action for the situation. * I can use the rules of the game consistently. • I can create and use a variety of tactics to help my team. * I can select and apply different movement skills to lose a defender. * I can lead a small group through a short warm-up routine. * I can identify my own and others’ strengths and areas for development and can suggest ways to improve. |

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| **Striking and Fielding** | **Y1 Expectations** | **Y2 Expectations** | **Y3 Expectations** | **Y4 Expectations** | **Y5 Expectations** | **Y6 Expectations** |
| **Overview** | Pupils develop their basic understanding of striking and fielding games such as Rounder’s and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules. | Pupils develop their basic understanding of striking and fielding games such as Rounder’s and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules. | Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters’ scores low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others’ performances and suggest improvements. | Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters’ scores low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others’ performances and suggest improvements. | Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. | Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. |
| **Practical**  **Assessment**  **Criteria** | * I can roll a ball towards a target. * I can stop a medium-sized ball with some consistency. • I can sometimes catch a beanbag and a medium sized ball. * I can track a ball. * I know how to score points. * I can push a ball using my hand at an object. | * I can roll a ball to hit a target. * I am developing underarm and overarm throwing skills. • I can sometimes hit a ball using a racket. * I know how to score points and can remember the score. • I can track a ball and stop it. • I can apply these skills in a variety of simple games. • I can use some simple tactics. | * I can use overarm and underarm throwing, and catching skills. * I am beginning to strike a bowled ball. * I am able to bowl a ball towards a target. * I am developing an understanding of tactics and I am beginning to use them in game situations. * I understand the aim of the game. * I am learning the rules of the game and I am beginning to use them. | * I can use overarm and underarm throwing, and catching skills with increasing accuracy. * I can sometimes strike a bowled ball. • I am able to bowl a ball with some accuracy, and consistency. * I can choose and use simple tactics for different situations. * I understand the rules of the game and I can use them often. | * I can sometimes strike a bowled ball. * I am developing a wider range of skills and I am beginning to use these under some pressure. • I can use the skills I prefer with increasing consistency. * I understand the need for tactics and have begun to choose and use some tactics effectively. • I understand the rules of the game and I can use them to play fairly. * I understand there are different skills for different situations and I am beginning to use this. * I can lead a partner through short warm-up routines. | * I can strike a bowled ball with increasing consistency. * I understand and can use some tactics in the game as a batter, bowler and fielder. * I can use a wider range of skills in game situations. * I can select the appropriate action for the situation. * I can use the rules of the game consistently. • I can lead a small group through a short warm-up routine. |
| **Knowledge**  **Assessment**  **Criteria** | * I know how to score points. * I can recognise changes in my body when I do exercise. | * I know how to score points and can remember the score. * I can describe how my body feels during exercise. | * I am developing an   understanding of tactics and I am beginning to use them in game situations.   * I understand the aim of the game. * I am learning the rules of the game and I am beginning to use them. * I understand why it is important to warm up. * I can identify when I was successful. | * I can choose and use simple tactics for different situations. * I understand the rules of the game and I can use them often. * I can explain what happens in my body when I warm up. * I can identify when I was successful and what I need to do to improve. | * I understand the need for tactics and have begun to choose and use some tactics effectively. • I understand the rules of the game and I can use them to play fairly. * I understand there are different skills for different situations and I am beginning to use this. * I recognise my own and others strengths and areas for development and can suggest ways to improve. | * I understand and can use some tactics in the game as a batter, bowler and fielder. * I can select the appropriate action for the situation. * I can use the rules of the game consistently. • I can identify my own and others’ strengths and areas for development and can suggest ways to improve. |

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| **Net and Wall** | **Y1 Expectations** | **Y2 Expectations** | **Y3 Expectations** | **Y4 Expectations** | **Y5 Expectations** | **Y6 Expectations** |
| **Overview** | Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net. | Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net. | Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes in tennis. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to evaluate and improve on their own and others performances. | Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes in tennis. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to evaluate and improve on their own and others performances. | Pupils develop their racket skills as well as skills they need to play continuous rallies. They learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Pupils develop their tactical awareness, learning how to outwit an opponent. Pupils learn officiating skills  when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others’ performances. | Pupils develop their racket skills as well as skills they need to play continuous rallies. They learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Pupils develop their tactical awareness, learning how to outwit an opponent. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others’ performances. |
| **Practical**  **Assessment**  **Criteria** | * I can throw and push a ball in a variety of ways. * I can sometimes catch a beanbag and a medium sized ball. * I can track balls and other equipment sent to me. * I can throw and hit a ball in a variety of ways. | * I can show awareness of opponents when playing games. * I can roll and hit a ball. * I can apply these skills in a variety of simple games. * I can work with a partner to improve my skill. | * I can return a ball to a partner. * I can use basic racket skills. * I am learning the rules of the game and I am beginning to use them. * I can throw with some accuracy and catch with some consistency. | * I can sometimes play a continuous game. * I can use a range of basic racket skills. • I can return to the ready position to defend my own court. * I understand the rules of the game and I can use them often. * I can throw with some accuracy at a target. * I can catch with increasing control. * I can use simple tactics. | * I am developing a wider range of skills and I am beginning to use these under some pressure. • I can use the skills I prefer with increasing consistency. * I understand the need for tactics and can sometimes apply them. * I can play cooperatively with a partner. * I can throw accurately at a target. * I understand there are different skills for different situations and I am beginning to use this. * I can lead a partner through short warm-up routines. | * I can use a wider range of skills in game situations. * I can play cooperatively with a partner. * I can select the appropriate action for the situation. * I can create and sometimes use a variety of tactics. * I can lead a small group through a short warm-up routine. |
| **Knowledge**  **Assessment**  **Criteria** | • I can recognise changes in my body when I do exercise. • I know how to score points. | * I can describe how my body feels during exercise. * I know how to score points and can remember the score. | * I understand the aim of the game. * I am learning the rules of the game and I am beginning to use them. * I understand why it is important to warm up. * I can identify when I was successful. | * I understand the rules of the game and I can use them often. * I can explain what happens in my body when I warm up. * I can use simple tactics. * I can identify when I was successful and what I need to do to improve. | * I understand the need for tactics and can sometimes apply them. * I understand the rules of the game and I can use them to play fairly. * I understand there are different skills for different situations and I am beginning to use this. * I recognise my own and others strengths and areas for development and can suggest ways to improve. * I can lead a partner through short warm-up routines. | * I can select the appropriate action for the situation. * I can use the rules of the game consistently. • I can create and sometimes use a variety of tactics. * I can identify my own and others’ strengths and areas for development and can suggest ways to improve. |

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| **Team Building / OAA** | | **Y1 Expectations** | **Y2 Expectations** | **Y3 Expectations** | | **Y4 Expectations** | | **Y5 Expectations** | | **Y6 Expectations** |
| **Overview** | | Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas. | Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. | Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes. | | Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes. | | Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. | | Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. |
| **Practical**  **Assessment**  **Criteria** | | * I can follow instructions. * I can listen to others. * I can work co-operatively with a partner. * I can communicate simple instructions. * I can show fair play. | * I can follow instructions. * I can work with a partner and am beginning to work in a small group. * I can share my ideas and help to solve tasks. • I can listen to others. * I can reflect on when I was successful at solving challenges. | * I can follow and give instructions. • I can communicate ideas and listen to others. * I can work with a partner and a small group. * I can plan and attempt to apply strategies to solve problems. * I can reflect on when and why I was successful at solving challenges. * I am developing map reading skills. | | * I can accurately follow and give instructions. * I can work effectively with a partner and a small group. * I can identify key symbols on a map and use a key to help navigate around a grid. | | * I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. * I can orientate and map. * I can navigate around a course using a map. | | * I can work effectively with a partner and a group. * I can pool ideas within a group, selecting and applying the best method to solve a problem. * I can orientate and map efficiently to navigate around a course. |
| **Knowledge**  **Assessment**  **Criteria** | • I can suggest ideas to solve tasks. | * I can follow instructions. * I can work with a partner and am beginning to work in a small group. * I can share my ideas and help to solve tasks. • I can listen to others. * I can reflect on when I was successful at solving challenges. | * I can follow and give instructions. • I can communicate ideas and listen to others. * I can work with a partner and a small group. * I can plan and attempt to apply strategies to solve problems. * I can reflect on when and why I was successful at solving challenges. * I am developing map reading skills. | | * I can reflect on when and why I was successful at solving challenges. * I can identify key symbols on a map and use a key to help navigate around a grid. • I can plan and apply strategies to solve problems. | | * I can reflect on when and how I was successful at solving challenges, and alter my methods in order to improve. * I can use critical thinking to approach a task. | | * I can use critical thinking to form ideas. * I can pool ideas within a group, selecting and applying the best method to solve a problem. * I can reflect on when and how I successful at solving challenges, and alter my methods in order to improve. | |

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| **Dance** | **Foundation Expectations** | **Y1 Expectations** | **Y2 Expectations** | **Y3 Expectations** | **Y4 Expectations** | **Y5 Expectations** | **Y6 Expectations** |
| **Unit**  **Overview** | In this unit, children will begin to explore characterisation and how to use space safely through music. Children will choose their own actions in response to different stimuli. They are introduced to moving in time with the music. They will explore dance through familiar characters, stories, and film stimuli. They will learn how to copy and create actions working individually, with a partner and in a group. | In this unit, pupils will respond imaginatively to stimuli. They will combine different ways of travelling and they will use changes in speed, level, and direction to perform short dance phrases. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and, in a group, to perform movement phrases with a beginning, a middle and an end. | In this unit pupils will develop agility, balance, and co-ordination. They will perform dances using simple movements and patterns. They will link a range of movements with co-ordination and control. They will compose and perform short dances that express and communicate moods, ideas and feeling. They will watch and describe performances and recognise what is successful. | In this unit, children will begin to increase their knowledge by learning about canon, posing and spacing in different formations. They will create and perform increasingly complex moves in small groups, considering what emotions they want to show during their dance phrases when they perform. | In this unit, children will build upon their knowledge of posing and positioning. They will experiment with performing more complex movement phrases on different levels, working in small groups and independently. They will focus on working cohesively in unison and breaking away with confidence when performing their own phrases. They will continue to build on their emotional understanding of dance, inventing a character to embody for a section of their performance. | In this unit, children are given much more freedom to independently choreograph different phases in a dance routine, based off of different stimuli. They will use previous knowledge of unison to demonstrate a main theme, whilst in independent phrases, they will use their knowledge of canon to perform group movement sequence effectively. They will build on their emotional understanding of performance, emphasising physical movement and facial expressions for impact. | In this unit, children will bring together their knowledge from across the primary dance curriculum to create their own elongated dance phrases in small teams. They will use their knowledge of different dance principals to help them create Question and answer movements in pairs. They will be actively considering the music they are using when choreographing to ensure the correct amounts of beats are performed, and that they are smooth in their transitions between different skills, e.g. canon, unison, q and a.  . |
| **Key Unit Objectives** | • Step 1: To move in different ways  • Step 2: To copy actions from a teacher  • Step 3: To move to the music  • Step 4: To copy actions from a partner  • Step 5: To create your own actions and movements | •Step 1: To move in different ways  • Step 2: To move with control  • Step 3: To work individually and with others  • Step 4: To move to music showing expressive qualities of dance  • Step 5: To be creative and compose short dances  • Step 6: To participate in a performance | Step 1: To move in different ways  • Step 2: To move with control  • Step 3: To work individually and with others  • Step 4: To move to music showing expressive qualities of dance  • Step 5: To be creative and compose short dances  • Step 6: To participate in a performance | •Step 1: To perform dances to a range of movement patterns  • Step 2: To link movement patterns together  • Step 3: To work with a partner and in a group  • Step 4: To create, practise and perform more complex dances | • Step 1: To perform as various characters when moving to music  • Step 2: To work on your own  • Step 3: To communicate feelings through dance  • Step 4: To create, practise and perform more complex dances | • Step 1 To be inspired by music and different stimuli  • Step 2 To apply the principles of dance to a routine  • Step 3 To combine movements- keeping to the beat  • Step 4 To perform to an audience | • Step 1 To create sections of dances on your own and as a group  • Step 2 To apply the principles of dance to a routine  • Step 3 To perform to an audience |
| **Declarative Knowledge** | • use words to describe different character types  • explain how different movements and expressions represent different characters | • Understand that dance phrases are small sections of a dance that make a complete routine.  • Begin to understand that dance can be used to express feelings and characters. | • Begin to understand that dance can be used to express and communicate mood, ideas, and feelings.  • Watch and describe a performance accurately and recognise what is successful. | • Describe what a canon is/how its performed  • Describe phrases and expressive qualities they have used in their work | • Explain the impact of different levels in their dance  • Explain how canon impacts their dance  • Discuss their dance character’s emotions and how they show them in their performance | • Work effectively as part of a team.  • Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.  • Share ideas in small groups, working together to create a routine incorporating different elements. | * Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. * Use imagination to develop dances to music and develop expressive qualities |
| **Procedural**  **Knowledge** | • Explore different movements – keeping good balance and coordination.  • Show different emotions, impressions and expressions depending on the stimuli.  • Listen to the music and move in time with it.  • Work well with a partner, copying and mirroring movements.  • Work well with others. | • Move confidently and safely in your own and general space, using changes of speed, level, and direction.  • Perform movement phrases using a range of different body actions and body parts – with control and accuracy.  • Create linked movements, combining different ways of travelling, with beginnings, middles and ends.  • Compose short dances that express and characters and feelings, varying simple compositional ideas.  • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness.  • Describe phrases and expressive qualities | • Respond imaginatively to a range of stimuli.  • Perform movement phrases using a range of different body actions and body parts – with balance, agility and increasing control.  • Explore, remember, repeat and link a range of actions with an awareness of the expressive qualities of dance.  • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. | Respond imaginatively to a range of stimuli.  • Move confidently and safely in your own and general space, using changes of speed, level, and direction.  • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.  • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. | • Create linked movements, combining different ways of travelling, with beginnings, middles and ends.  • Perform movement phrases using a range of different body actions and body parts – with control and accuracy.  • Respond imaginatively to a range of stimuli. | • Use basic compositional principles when creating dances – combining movements fluently and effectively.  • Perform a range of movements accurately with a sense of rhythm.  • Explore and practice movement ideas inspired by a stimulus.  • Perform movements to an audience with rhythm and confidence. | • Move in a way that reflects the music.  • Perform dances in both canon and unison, with clarity and confidence.  • Explore, improvise, and combine movement ideas fluently and effectively. |

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|  | **Swimming** |
| All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:    • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. |  |