

	<ul style="list-style-type: none"> • Copies and explores basic movements and body patterns • Remembers simple movements and dance steps • Links movements to sounds and music. Responds to range of stimuli. 	<ul style="list-style-type: none"> • Copies and explores basic movements with clear control. • Varies levels and speed in sequence • Can vary the size of their body shapes • Add change of direction to a sequence • Uses space well and negotiates space clearly. • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> • Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance • Translates ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work • 	<ul style="list-style-type: none"> • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Beginning to exaggerate dance movements and motifs (using expression when moving) • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. • e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. • Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence.
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Autumn 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Gymnastics and Spring 1</p> <ul style="list-style-type: none"> • Copies and explores basic movements with some control and coordination. Can perform different body shapes • Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Explores and creates different pathways and patterns. • Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. • Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency,

			balancing, using equipment etc.		performances. Develops strength, technique and flexibility throughout performances. <ul style="list-style-type: none"> Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences 	fluency and clarity of movement. <ul style="list-style-type: none"> Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances
Spring 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Gymnastics as above Games <ul style="list-style-type: none"> Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games Children will look at how gymnastics links to over sports from around the world 	Gymnastics as above Games <ul style="list-style-type: none"> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. 	Gymnastics as above Games <ul style="list-style-type: none"> Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. 	Gymnastics as above Games <ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong 	Gymnastics as above Games <ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of 	Gymnastics as above Games <ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during games situations. Consistently uses skills with co-

	and how they can be linked.	<ul style="list-style-type: none"> Beginning to develop an understanding of attacking/ defending Children will look at how gymnastics links to over sports from around the world and how they can be linked 	<ul style="list-style-type: none"> Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills Children will look at how gymnastics links to over sports from around the world and how they can be linked together. Children to work on 	<ul style="list-style-type: none"> understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
Spring 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> continue with Games learning a new sport and also children will get an insight into outdoor adventure activities. 	<ul style="list-style-type: none"> continue with Games learning a new sport and also children will get an insight into outdoor adventure activities. 	<ul style="list-style-type: none"> Continue with games activities. OAA (Outdoor adventure activities) Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. 	<ul style="list-style-type: none"> Continue with games activities. OAA (Outdoor adventure activities) Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. 	<ul style="list-style-type: none"> Continue with games activities. OAA (Outdoor adventure activities) Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem 	<ul style="list-style-type: none"> Continue with games activities. OAA (Outdoor adventure activities) Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem

			<ul style="list-style-type: none"> Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. 	<p>solve using general knowledge.</p> <ul style="list-style-type: none"> Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. 	<p>solve using general knowledge.</p> <ul style="list-style-type: none"> Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Summer 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Games Continued looking at a new sport. Athletics</p> <p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Games Continued looking at a new sport. Athletics</p> <p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Games continued looking at a new sport. Athletics</p> <p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Games continued looking at a new sport. Athletics</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Games continued looking at a new sport. Athletics</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Games continued looking at a new sport. Athletics</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
Summer 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>Athletics will continue, and Children will be getting prepared for sports day by practicing activities. In final couple of weeks of the half term children will get an insight to activities they will be doing in the next year group.</p> <p>Learn skills of running, jumping and throwing with a range of equipment.</p> <ul style="list-style-type: none"> • Vary speed of running based on commands given. • Use comparative language i.e. faster, longer, and be able to physically demonstrate this. <p>Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.</p> <ul style="list-style-type: none"> • Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> ○ Explore and throw a variety of objects with one hand. ○ Jump from a stationary position with control. ○ Change speed and direction whilst running. 	<p>Athletics will continue, and Children will be getting prepared for sports day by practicing activities. In final couple of weeks of the half term children will get an insight to activities they will be doing in the next year group.</p> <p>Learn skills of running, jumping and throwing with a range of equipment.</p> <ul style="list-style-type: none"> • Vary speed of running based on commands given. • Use comparative language i.e. faster, longer, and be able to physically demonstrate this. <p>Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.</p> <ul style="list-style-type: none"> • Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> ○ Explore and throw a variety of objects with one hand. ○ Jump from a stationary position with control. ○ Change speed and direction whilst running. 	<p>Athletics will continue, and Children will be getting prepared for sports day by practicing activities. In final couple of weeks of the half term children will get an insight to activities they will be doing in the next year group.</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Develop jumping for distance and height. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing my action for accuracy and distance. • Record their distances, numbers and times. 	<p>Athletics will continue, and Children will be getting prepared for sports day by practicing activities. In final couple of weeks of the half term children will get an insight to activities they will be doing in the next year group.</p> <ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area. 	<p>Athletics will continue, and Children will be getting prepared for sports day by practicing activities. In final couple of weeks of the half term children will get an insight to activities they will be doing in the next year group.</p> <ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines. 	<p>Athletics will continue, and Children will be getting prepared for sports day by practicing activities. In final couple of weeks of the half term children will get an insight to activities they will be doing in the next year group.</p> <ul style="list-style-type: none"> • Select and apply the best pace for a running event. • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Lead a small group through a short warm-up routine.
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Swimming	N/A	N/A	<p>Children will be travelling to Dudley Leisure Centre once a week for swimming lessons with qualified swimming instructors.</p> <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	N/A	N/A
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Evaluation	Year 1	Year 2	Year 3&4		Year 5&6	
Throughout the year children will evaluate their own and others performances different skills will be encouraged throughout the year groups for them to gain more confidence and ability to do this.	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback</p> <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences</p>	
Healthy Lifestyle – covered throughout the year.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>			<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>		

Dance – Children will look at different dances from around the world and how different styles vary, Where possible a link will be made to the curriculum topic for example year 1 will be reading handas surprise so a dance around the story will be used to help with cross curricular links.