



National Curriculum: By the end of Key Stage 1 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 basics movements as well as develop balance, agility and co-ordination and begin to apply these in a range of activities**
- **Participate in team games developing tactics for attacking and defending**
- **Perform dances using simple movement patterns.**

	Rec	Year 1	Year 2	Year 3
Games	<p>TRAVELLING Find clear spaces avoiding obstacles in lessons and games. Adjusting speed and direction to avoid obstacles. Experiment with different ways of moving showing confidence. Copy simple ways of travelling to include; walking, running and hopping.</p> <p>MANIPULATING EQUIPMENT Shows increasing control over large and small objects with hands and feet to include; patting, pushing and kicking. Able to manipulate equipment on own and with another. Able to manipulate equipment whilst moving with some control.</p>	<p>TRAVELLING Travelling and changing direction and speed on command or around obstacles. Travelling with an object in hands and at feet. Recognise and use space in games. Travelling in different ways for whole body involvement. Simple take offs and landing (one foot to one foot; one foot to the other foot; two feet to two feet). Pivot turning. Running in curving pathways.</p> <p>SENDING Control in picking up/putting down equipment.</p>	<p>TRAVELLING Introduction to mobility exercises and their importance of efficient movement. Travelling and changing direction showing control and coordination. Travelling with equipment including bouncing ball, dribbling ball at feet, dribbling with stick and ball. Sprint techniques. Jumping for distance using different patterns and take offs and landing.</p> <p>SENDING Rolling a ball accurately and in different directions. Throwing underarm (flying throw) for distance and accuracy. Throwing overarm. Push throw with two hands. Push throw with a bounce. Kicking a ball</p>	<p>*Understands simple tactics and composition by starting to vary how they respond. *Confident to send the ball to others in a range of ways. *Beginning to use skills with coordination and control. *Can apply and combine a variety of skills (to a small game situation). *Beginning to communicate with others during game situations. *Understand the importance of rules in games.</p>

<p>Games Ctd.</p>	<p>Able to catch a bean bag/large ball when thrown accurately. Able to throw a beanbag /large ball in a given direction. Hold equipment with 1 hand appropriately such as; hoops, quoits, bats, rackets, beanbags, balls.</p>	<p>Roll a ball underarm. Throw a bean bag underarm. Throwing objects overarm. Push throw. Kicking a ball. Throwing and kicking at targets using different equipment (bean bag, ball, quoit etc.) RECEIVING Trapping a ball with feet and hands. Catching a bean bag / large ball Striking a ball with bat and/or racket. Working with a partner co-operatively and to solve problems. Explore how different pieces of equipment are suitable for different situation and tasks Work to rules of a game or challenge.</p>	<p>with inside of foot. Throwing and kicking at targets for accuracy. Understand the importance of aiming. RECEIVING Trapping a ball with feet and hands showing improved control. Catching a ball (medium height). Attempt catching a ball at different heights. Striking a ball with a bat/racket. BASIC ATTACKING TACTICS Pass the ball to a person in space. Throw or hit an object into space to make it more difficult for their opponent. Hit or run into space to help others score. BASIC DEFENSIVE TACTICS Begin to show basic marking by staying close to someone. Copy and say why something was good. Watch a skill or game carefully and recognise what was successful. Describe what they have done or seen others doing</p>	
<p>Dance</p>	<p>RESPONSE TO STIMULI Enjoys joining in with dancing and ring games. Begin to move rhythmically. Imitates movement in response to movement. Uses and remembers simple actions in response to music or actions. Experiment ways to move their body in creative ways in response to music/words/pictures. Makes simple shapes with their bodies.</p>	<p>RESPONSE TO STIMULI Copy and explore basic large and small body actions from a range of stimuli (words, sounds, pictures, objects etc.) Use body actions to explore feelings/emotions. To choose appropriate movements to express the dance idea. TRAVELLING Copy simple travelling actions; hop, gallop, spin. Copy changes</p>	<p>RESPONSE TO STIMULI Explore basic large body actions and gestures from a range of stimuli (words, sounds, pictures, objects etc) Describe why you think certain body actions have been chosen. TRAVELLING Repeat simple travelling actions; hop, gallop, spin with improved control. Vary changes in speed, strength, tension, direction.</p>	<p>*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 longer sequence.</p>

<p>Dance Ctd.</p>	<p>Change the way they move in response to different stimuli or the tempo. Recognises repeated sounds and sound patterns and match movement to music. Copy simple gestures Explores feelings using bodily movements. TRAVELLING Is aware of the space around them and move safely about the room with increasing control and coordination. Travel at a speed appropriate to how the music is played. To recognise and use changes of speed. Travels on feet in a variety of ways To move on different levels and in different directions. To travel and turn on high and low levels. STILLNESS To move and “freeze” with control. Copy simple movement patterns such as; step hop, side step, tip toe walking, and walking heel toe. To begin to work cooperatively with a partner.</p>	<p>in speed, strength, tension, direction. STILLNESS Stillness – Freeze on command in different shapes/positions. MOVEMENT PATTERNS Copy simple movement patterns i.e. Spin, walk, clap hands. To select movements from those practised to create a dance. To chose appropriate movements made to create short phases and simple structures. To use a variety of basic actions to create a dance (turning, rolling, jumping, travelling in different ways, shape stillness and gesture.) <i>Describe what body actions you see using simple dance language. Say what they like and dislike giving reasons.</i> <i>Describe how a dance/sound/picture makes them feel.</i></p>	<p>To how contrasts in shape, speed and size. To use different levels, directions and speeds and chose appropriate actions for the dance idea. STILLNESS Freeze in different shapes/positions on certain counts. Remember when to move and when to be still. MOVEMENT PATTERNS Repeat and remember simple movement phases and patterns with some level of control and co-ordination. Create simple travelling/movement patterns. Copy and remember a partner’s movement pattern. To work collaboratively in pairs and threes to create a dance. To understand that dance plays an important part in other cultures. <i>Describe actions using simple dynamic qualities (fast/slow, hard/soft, strong/light etc) Use simple dance vocabulary to describe why they like something or how it could be made better</i></p>	<p>*Uses simple dance vocabulary to compare and improve work.</p>
<p>Gymnastics</p>	<p>JUMPING & LANDING Jumping and landing on feet. Jumping from low level apparatus and landing of feet. Showing some confidence when jumping from apparatus. Landing in a controlled position on feet. Jump, land and roll.</p>	<p>TRAVELLING Jogging, bouncing, skipping, galloping, hopping, and travelling in different directions. Travelling on different body parts in different ways; bunny hop, bear, caterpillar, crab, snake etc. Travelling on small “points” and on large “patches”.</p>	<p>TRAVELLING jogging, galloping, hopping, skipping with control and accuracy. Travelling close to the ground and far from the ground traveling with different body part high. Identification of different pathways.</p>	<p>*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.</p>

<p>Gymnastics Ctd.</p>	<p>TRAVELLING & USING APPARATUS Travels in different directions. Travelling on feet in different ways. Travelling on hands and feet. Travels high and low. Travelling with a much of your body close to the floor as possible. Sliding on different body parts. Sideways rolling. Travel with feet higher than head. Travels with confidence on, over and through apparatus. Travels on floor and apparatus in different ways to include; sliding, crawling, walking, jumping.</p> <p>SHAPES & BALANCES Awareness of parts of the body Perform wide, tall, small, tuck, star shapes. Balance on large body and some small body parts. Balance momentarily on 1 foot. Curled up balances and stretched balances.</p>	<p>Link 'like' actions together 3 x different travelling actions.</p> <p>SHAPES/BALANCING wide, tall, small, tuck, star shapes. Balance on large and small body parts. Changing balances smoothly and showing different speeds. Making a hole for partner to slide under.</p> <p>ROCKING AND ROLLING Which body parts can they roll on. sideways rolls; log, egg. Rocking forwards and backwards in tuck. Tucked jump. Join together jump and roll in a short sequence.</p> <p>JUMPING Copy 2 feet to 2 feet 2- 1, 1-2 feet. Landing safely, basic shapes in the air.</p> <p>SEQUENCE BUILDING Create and link simple combinations of 2+ actions – travel & balance. Observe and copy a partner's sequence accurately. Comment on quality of actions shown.</p>	<p>Plan remember and repeat travelling patterns in different directions.</p> <p>SHAPES/BALANCING Copy and remember Tuck, straddle, dish, arch, pike. 1, 2, 3 and 4 point balances body on large and small body parts inc, front and back support.</p> <p>ROLLING AND SPINNING Sideways rolling inc; log, egg, shoulder, dish-arch. Circle/Teddy roll. Rocking forwards and backwards in tuck to feet. Different body parts on which to spin Turning in the air and on the floor.</p> <p>JUMPING Copy and repeat 2-2, 1-2, 2-1, 1-1, 1-1 (other) with control. Jumping for increased height. Jumping with accurate shape and landing on feet. Turning jumps- quarter, half, three-quarters, full.</p> <p>SEQUENCE BUILDING Making up short sequences Create and link combinations of 2 actions i.e. 2 x balance, 2 x travel and remember them Link 3-4 simple actions; Travel – jump – spin – balance and remember them. Copy and remember a partner's sequence accurately. <i>Describe actions they see Comment on an action and say how they might improve it.</i></p>	<p>*Uses turns whilst travelling in a variety of ways. *Beginning to develop good technique when travelling, balancing, using equipment etc. *Beginning to show flexibility in movements. *Beginning to use gym vocabulary to describe how to improve and refine performances.</p>
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Athletics	<p>RUNNING Shows improved control and coordination when walking and running. Negotiates obstacles when walking and running to include; lines, cones, hoops, etc. by adjusting speed and/or direction. Negotiates space when running at speed.</p> <p>JUMPING Explores jumping high and landing on feet with some control. Explores jumping far and landing on feet with some control. Jumps on and off lines, in and out of hoops showing some control.</p> <p>THROWING Shows increasing control and coordination when pushing and throwing equipment to include; bean bags, large balls, quoits using 1 and 2 hands. Shows increasing accuracy when throwing at targets using bean bags/large balls from close range.</p>	<p>RUNNING Copy different ways for running for speed and distance. Run in different directions and at different speeds.</p> <p>JUMPING Copy basic jumping patterns and land with control. 2-2, 1- 1, 1-2, 2-1. Beginning to use body more effectively to generate height/distance when jumping.</p> <p>THROWING Copy throwing techniques with some accuracy i.e. underarm, overarm, chest push. Begin to use body to generate power when throwing for distance.</p>	<p>RUNNING Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some control and consistency. Can take part in a relay activity, remembering when to run and what to do.</p> <p>JUMPING Copy jumps with greater control and accuracy. Can repeat a short sequence of linked jumps. Such as hop, hop, jump. Use body effectively to jump for height and/or distance.</p> <p>THROWING Can throw a variety of objects, changing their action for accuracy and distance as required. To include; underarm throw, 2 and 1 handed push, 2 and 1 handed pull. <i>Watch an athletic action or performance and recognise what was successful. Comment on an action and say how you might improve it. 'What do I need to do with my body to jump further/higher' etc.</i></p>	<p>*Beginning to run at speeds appropriate for the distance.<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>*Beginning to think about how they can improve their own work.</p>
Health and Self Care	<p>Children know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</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>