

**Dance**

Reception	Year 1	Year 2
<p>Move to music with a varied theme (e.g. happy and sad music).</p> <p>Moving around as different characters or animals to the music,</p> <p>Copy dance moves.</p> <p>Perform some dance moves. Move around the space safely.</p> <p>Experiment with different ways of moving.</p> <p>Experiment with actions at different levels.</p>	<p>Listen to the music and begin to move in time to it.</p> <p>Perform basic dance movements.</p> <p>Copy dance moves.</p> <p>Perform dance movements showing some levels.</p> <p>Perform basic dance travelling movements e.g. stepping, skipping, jumping.</p> <p>Perform simple dance moves with some control.</p> <p>Make up a short dance, after watching one.</p> <p>Dance imaginatively.</p> <p>Change rhythm, speed, level and direction.</p>	<p>Change rhythm, speed, level and direction with consistency.</p> <p>Dance with control and co-ordination.</p> <p>Make a sequence by linking sections together.</p> <p>Link some movement to show a mood or feeling.</p> <p>Move in time to the music showing some expression.</p> <p>Perform dance movements with control.</p> <p>Perform dance movements showing a variety of levels.</p> <p>Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing.</p> <p>Remember simple dance steps perform with control in time to the music.</p>
End of KS expectations		
<p>Children should be taught to perform dances using simple movement patterns.</p> <p>Use movement imaginatively, responding to stimuli, including music and performing basic skills</p> <p>Change rhythm, speed, level and direction of their movements</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures</p> <p>Express and communicate ideas and feelings</p>		

**Dance**

Year 3	Year 4	Year 5	Year 6
<p>Perform pair/group dance involving canon & unison, meet & part.</p> <p>Respond to music in time & rhythm to show like/unlike actions.</p> <p>Respond to music to express a variety of moods & feelings.</p> <p>Collaborate to make a dance warm up.</p> <p>Use a stimulus to create a dance.</p> <p>Use some different levels and pathways.</p>	<p>Respond imaginatively to stimuli related to character/music/story.</p> <p>Perform clear & fluent dances that show sensitivity to idea/stimuli.</p> <p>Cooperate to make a dance warm up and take on a leadership role.</p> <p>Make up dance within a small group.</p> <p>Dance in unison with a partner/group whilst performing a range of movement patterns.</p> <p>Perform canon showing a range of movement patterns.</p> <p>Perform a variety of levels and pathways in a dance.</p>	<p>Co-operate and collaborate to create a warm up displaying a variety of movement patterns.</p> <p>Translate ideas from a stimulus showing control and fluency.</p> <p>Perform fluent dances with characteristics of different styles/eras.</p> <p>Adapt & refine (in pair/group), dances that vary direction, space & rhythm.</p> <p>Dance in unison in a group keeping in time with each other.</p> <p>Dance in canon showing good timing.</p> <p>Perform using a variety of levels and using the space.</p>	<p>Co-operate, communicate and collaborate with group to make up a warm up with good rhythm and timing.</p> <p>Create & perform dances in a variety of styles consistently.</p> <p>Translate ideas from a stimulus into movement showing expression, precision, control and fluency.</p> <p>Dance in unison in a group showing good timing, energy and strength.</p> <p>Dance in canon in a group showing good timing, energy and strength.</p> <p>Use levels, travelling and space with timing and musicality.</p> <p>Be aware of & use musical structure, rhythm & mood & can dance accordingly.</p> <p>Use appropriate criteria and terminology to evaluate performances.</p>
End of KS expectations			
<p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment.</p> <p>Through dance, develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns.</p>			

Gymnastics

Reception	Year 1	Year 2
<p>Make body tense, relaxed, curled and stretched.</p> <p>Balance on small/large body parts & understand stillness.</p> <p>Make large and small body shapes. Climb & hang from apparatus.</p> <p>Perform basic travelling actions on various body parts.</p> <p>Perform a roll and basic jumps.</p> <p>Experiment with different shapes.</p> <p>Experiment with different jumps</p> <p>Experiment with different ways of rolling in small shape.</p> <p>Experiment with balancing on different body parts</p> <p>Moving along the floor in different ways sliding, rolling, stretching etc</p>	<p>Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>Begin to work on alone/with someone to make a sequence of shapes/travels.</p> <p>Climb safely, showing some shapes and balances when climbing.</p> <p>Keep balance travelling in a range of ways along bench, spots, mat etc.</p> <p>Roll in stretched/curled positions e.g. 'log' and 'egg rolls'.</p> <p>Jump and land safely.</p> <p>Perform shapes.</p> <p>Perform basic jumps</p> <p>Perform a simple balance</p> <p>Perform a bunny hop- hands first then feet</p> <p>Perform a basic sequence (roll and a jump)</p>	<p>Make body tense, relaxed, curled and stretched, in a range of movements.</p> <p>Perform a sequence with changes in speed & direction including 3 different actions (<i>sometimes giving advice to others</i>).</p> <p>Be still on single/two + points of contact on floor/apparatus showing tension & control.</p> <p>Link known shape/travel/roll/jump to a balance using floor & on apparatus</p> <p>Jump/land with control using different body shapes in flight</p> <p>Perform shapes with a strong body and control.</p> <p>Perform jumps with control and a strong body.</p> <p>Perform a range of simple but different rolls.</p> <p>Perform a balance holding for 3 seconds.</p> <p>Perform a bunny hop – hands flat with straight arms</p> <p>Perform a sequence – (roll, jump and balance)</p>
End of KS expectations		
<p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>		

Gymnastics

Year 3	Year 4	Year 5	Year 6
<p>Use a greater number of own ideas for movement in response to a task.</p> <p>Combine arm actions with skips/leaps/steps/jumps & spins in travel.</p> <p>Perform basic core gymnastic skills i.e. roll, balance and travel.</p> <p>Know principles of balance and apply them on floor & apparatus.</p> <p>Perform a variety of shapes with good control.</p> <p>Perform a rocket jump with a half turn.</p> <p>Perform a Teddy bear roll.</p> <p>Perform matching and mirroring balances.</p> <p>Perform a bunny hop across a mat run and onto/across low benches and apparatus.</p> <p>Hopscotch on throw down feet.</p> <p>Perform a short sequence on mats</p>	<p>Share ideas and give positive criticism/advice to self & others.</p> <p>Create & perform matching / mirroring sequences showing level and control, then explain how it could be improved.</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control.</p> <p>Link a roll with travel and balance using floor and apparatus with good body control.</p> <p>Perform a variety of shapes with good control when performing various skills.</p> <p>Perform a rocket jump with a $\frac{3}{4}$ and full turn with pointed toes.</p> <p>Teddy bear roll with a partner/group in sequence with pointed toes.</p> <p>Perform matching and mirroring balance routines on apparatus,</p> <p>Perform a bunny hop onto variety of apparatus with control.</p> <p>Hopscotch across the floor to develop hurdle</p> <p>step</p>	<p>Combine own work with that of others, identifying strengths & weaknesses.</p> <p>Link and sequence actions which may include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence, possibly made by peers.</p> <p>Create mirror/matching/cannon (pair) sequence varying dynamics, levels and direction etc.</p> <p>Perform complex shapes with control and some flexibility.</p> <p>Perform more complex jumps, tuck, pike and begin leaps.</p> <p>Side star roll and T-roll.</p> <p>Perform point and patch balances.</p> <p>Perform a 'squat on and squat off' on various apparatus.</p> <p>To perform a hurdle step on the floor/springboard</p> <p>Co-operate, communicate and collaborate with others.</p>	<p>Select a suitable routine to perform to different audiences, bearing in mind <i>who</i> the audience is.</p> <p>Perform sequence onto suitably arranged apparatus & floor.</p> <p>Perform 6-8 part floor sequence as individual, pair & small group.</p> <p>Demonstrate 3 paired or group balances in sequence using various skills/actions.</p> <p>Perform complex shapes when performing sequences and skills with flexibility.</p> <p>Perform more complex jumps, tuck, pike and leaps scissor kick and cat leap.</p> <p>Perform a range of rolls e.g Side star roll, T-roll (with pointed toes), backwards roll.</p> <p>Perform more complex point and patches balances in a sequence on apparatus.</p> <p>Perform a 'squat on and squat off' apparatus with a run up (with or without a spring board)</p> <p>Perform a hurdle step on the floor/springboard and onto low apparatus.</p> <p>Compete in teams to win points with sequences and a vault competitions.</p>

End of KS expectations

Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.



Invasion Games

Reception	Year 1	Year 2
<p>Send and receive a ball by rolling from hand and striking with foot.</p> <p>Aim and throw object underarm.</p> <p>Catch balloon / bean bag / scarf and a bouncing ball.</p> <p>Move and stop safely in a specific area.</p> <p>Play a passing & target game alone and with a partner.</p> <p>Play simple 1v1 or 2v2 invasion games.</p>	<p>Throw underarm, bounce and catch ball by self & with partner.</p> <p>Kick and stop a ball using a confident foot while static.</p> <p>Run straight, on a curve and sidestep with correct technique.</p> <p>Begin to follow some simple rules.</p> <p>Strike a ball successfully with a stick. Apply a tactic in a 1v1 or 2v2 setting. Play a small sided invasion game.</p>	<p>Perform some dribbling skills with hands and feet using space.</p> <p>Pass a ball accurately (hands & feet) over longer distances to a team mate.</p> <p>Combine stopping, pick up/collect & send a ball accurately to other players.</p> <p>Make simple decisions about when /where to move in game to receive a ball.</p> <p>Apply a tactic in a 3v1 game.</p> <p>Engage in simple, competitive and co-operative games.</p>
End of KS expectations KS1		
<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>		

Invasion Games: Netball

Year 3	Year 4	Year 5	Year 6
<p>Know the correct technique and show some signs of using a chest pass and shoulder pass.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend, keeping on balls of feet when needed.</p> <p>Change direction easily.</p> <p>Develop simple attack / defensive skills in 3v1, 4v2, 3v3 games.</p> <p>Pass and receive a netball safely (chest and bounce pass).</p> <p>Perform a stride stop. Perform a jump stop.</p> <p>Perform a dodge to get into a space.</p> <p>Shooting the ball high and bending knees.</p> <p>Make a series of passes to team mates moving towards a scoring area.</p> <p>Introduce high five game or an adapted game.</p>	<p>Use a chest pass and shoulder pass to support team in scoring.</p> <p>Make decisions regarding which is the best type of pass to use.</p> <p>Begin to use a bounce pass, which only bounces once.</p> <p>Identify space to move into and show a clear target to receive a pass.</p> <p>Mark another player and begin to attempt interceptions.</p> <p>Know where positions are allowed on a court.</p> <p>Play competitive 3v3 or 4v4 games.</p> <p>Pass and receive stepping into the pass (chest, bounce and shoulder pass)</p> <p>Perform a stride stop with a pivot Perform a jump top with a pivot Perform two different dodges (Drive and the dodge).</p> <p>Marking a player standing side on sticking to player.</p> <p>Shooting- bend knees and place hand under the ball to shoot.</p> <p>Begin to understand the positions in a high five game</p>	<p>Use all three passes (chest, shoulder & bounce) correctly.</p> <p>Use a range of speeds within a game to support a team in scoring.</p> <p>Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.</p> <p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions (snatch & catch) when playing as a team.</p> <p>Play competitive 4v4 matches with basic netball rules.</p> <p>Know consequences of breaking game rules.</p> <p>Pass and move (chest, shoulder and bounce).</p> <p>Receive the ball on the move and perform the correct footwork (stride stop,).</p> <p>Receive the ball on the move and perform the correct footwork (jump stop).</p> <p>Perform three different dodges (drive dodge and double dodge) and receive a ball.</p> <p>Flick my wrist to shoot into a goal.</p> <p>Know where the positions are on a netball court</p>	<p>Know which pass is best to use and when in a game.</p> <p>Use a range of square & straight passes to change direction of the ball.</p> <p>Use landing foot to change direction to lose a defender.</p> <p>Draw defender away to create space for self or team.</p> <p>Position body to defend effectively, making successful interceptions.</p> <p>Apply tactics to outwit opponents successfully.</p> <p>Identify ways to improve their individual and team performance.</p> <p>Perform a variety of passes within a game with precision and control.</p> <p>Perform correct footwork in a game (stride stop with a pivot)</p> <p>Perform correct footwork in a game (jump stop with a pivot)</p> <p>Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation.</p> <p>Shoot into a goal and attempt to get the rebound if missed.</p> <p>Rotate into different positions on the court.</p>

Invasion Games: Football

Year 3	Year 4	Year 5	Year 6
<p>Begin to dribble a ball making small touches.</p> <p>Begin to send a football to someone on team.</p> <p>Keep a ball under control.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p> <p>Know basic rules of a small sided game.</p> <p>Play competitive games 2v2.</p> <p>Control a ball using inside, outside and sole of feet.</p> <p>Pass the ball with inside of feet with accuracy.</p> <p>Dribble the ball beginning to turn with some control (inside and outside hook).</p> <p>Begin to defend making a standing tackle in a 1v1.</p> <p>Kick a ball stationary past a goal keeper.</p> <p>Embracing rules and playing fairly.</p>	<p>Dribble with small touches into space.</p> <p>Send a football to someone on the team, using different parts of foot.</p> <p>Keep a ball under control when receiving a range of passes from team.</p> <p>Understand where the space is and can move into it.</p> <p>Mark another player and begin to attempt interceptions.</p> <p>Play small sided competitive games.</p> <p>Move body to correct position to stop and control a ball.</p> <p>Pass the ball with inside of feet whilst on the move.</p> <p>Dribble the ball using inside, outside hook and drag back beginning to accelerate.</p> <p>Begin to defend making a standing tackle or intercept a pass.</p> <p>Kick a ball whilst moving past a goal keeper with some accuracy.</p> <p>Inspire others with fair play and being gracious in victory and defeat.</p>	<p>Dribble making small touches into space with speed.</p> <p>Send a football to someone on the team, using different parts of foot accurately.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).</p> <p>See space, and use it effectively.</p> <p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions for team.</p> <p>Play competitive games and successfully include rules.</p> <p>Control the ball using either foot when moving.</p> <p>Pass the ball with inside, front or laces on the foot.</p> <p>Dribble the ball using various turns beginning to accelerate past an opponent.</p> <p>Show good body position to defend and press in a 2v2 game.</p> <p>Scoring using top of foot (laces) - aiming for corners of the goal.</p> <p>Begin to communicate with team to develop tactics for attacking and defending.</p>	<p>Dribble making small touches into space with speed, to beat defenders.</p> <p>Make decisions regarding how and when to send a football to someone in team.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>Know how space changes within a game and when and how to move into changing spaces.</p> <p>Draw defender away to create space.</p> <p>Position body to defend effectively, making successful interceptions.</p> <p>Move into space to receive the ball and control with either foot in a game.</p> <p>Select the correct pass for various distances in a game situation.</p> <p>Dribble the ball in a game situation around a defender.</p> <p>Communicate with team when defending in a game - making interceptions, cover space.</p> <p>To work as a team to score, shooting from various angles.</p> <p>Communicate with team evaluate and recognise success to help improve individual and team performance.</p>

**Invasion Games: Tag Rugby**

Year 3	Year 4	Year 5	Year 6
<p>Move holding a rugby ball with 2 hands.</p> <p>Know where to score a try and how to position the ball to score a try.</p> <p>Move into spaces to avoid defenders.</p> <p>Make a backward pass to team mates, using the direction most comfortable.</p> <p>Know to tag team mates when to defend.</p> <p>Play small sided competitive games.</p> <p>Tag a player in isolation using the tag belts.</p> <p>Move with a ball in their hand using correct position 'dirty fingers clean palms'.</p> <p>Pass the ball backwards and sideways in isolation.</p> <p>Move into a space to avoid a defender through dodging techniques.</p> <p>Beat a defender to score a try.</p>	<p>Move with speed (and change of) with the ball and without.</p> <p>Use speed and space to avoid defenders.</p> <p>Pass backwards and in both directions and sometimes on the move.</p> <p>Tag the person who has the ball, but can mark a player who doesn't have the ball.</p> <p>Begin to make a high pop pass to avoid a defender.</p> <p>Play small sided competitive games.</p> <p>Understand basic rules of competition.</p> <p>Tag a player whilst moving using tag belts.</p> <p>Move with control in a variety of directions holding the ball in the correct position.</p> <p>Pass the ball backwards/ sideways with control whilst moving.</p> <p>Use speed and space to avoid a passive defender.</p> <p>Beat a defender at speed to score a try.</p>	<p>Be able to evade and tag opponents.</p> <p>Be able to pass and receive a pass at speed.</p> <p>Be able to pass and receive a pass at speed in a game situation.</p> <p>Refine attacking and defending skills.</p> <p>Develop tactics as a team.</p> <p>Apply learned skills in a game of tag rugby.</p> <p>Catch the ball with confidence.</p> <p>Tag more than one player using either hand whilst moving with tag belts.</p> <p>Choose different pathways to move with a ball in hands against a defender.</p> <p>Pass and receive the ball in a game situation.</p> <p>Use speed and space to avoid an active defender.</p> <p>In a game situation beat defenders to score a try.</p>	<p>Be able to evade and tag opponents.</p> <p>Running at speed, changing direction at speed.</p> <p>Play effectively in attack and defence.</p> <p>Score points against opposition, as a team.</p> <p>Support player with the ball.</p> <p>Play small sided.</p> <p>Tag a player using either hand when moving at full speed in a game situation.</p> <p>Dodge around a defender at speed with a ball in hands avoiding being tagged.</p> <p>Pass and receive the ball when in a pressurised modified game situation.</p> <p>Play modified competitive games avoiding defenders.</p> <p>Work as a team in a game situation to score a try.</p> <p>Play competitive games.</p>

Invasion Games: Hockey

Year 3	Year 4	Year 5	Year 6
<p>Begin to know how to hold a hockey stick and which side to use.</p> <p>Use a simple push pass to another team mate.</p> <p>Dribble the ball keeping it close to me using the correct side of stick.</p> <p>Show some signs of an approaching a player to tackle and cause pressure.</p> <p>Begin to attempt to score a goal from anywhere.</p> <p>Play small sided competitive games.</p> <p>Dribble the ball holding the stick in correct position.</p> <p>Perform a pass at a short distance and receive the ball with some control.</p> <p>Pass the ball over a longer distance.</p> <p>Begin to tackle a player safely.</p> <p>Can occasionally score whilst the ball is stationary.</p> <p>Embracing rules and playing fairly.</p>	<p>Sometimes change direction of travel by rotating and turning stick to support this.</p> <p>Use a push pass to make a direct pass.</p> <p>Begin to use a slap pass (bringing stick back and causing more power).</p> <p>Use speed to dribble the ball into space.</p> <p>Maintain defence and keep the pressure until possession is gained.</p> <p>Attempt to score inside a designated scoring area.</p> <p>Play small sided competitive games.</p> <p>Follow basic rules of competition.</p> <p>Dribble the ball the ball with control.</p> <p>Perform a short pass and begin to move into a space and receive the ball with some control.</p> <p>Pass the ball over a longer distance with accuracy and power.</p> <p>Tackle a player using correct grip.</p> <p>Can occasionally score whilst the ball is moving.</p> <p>Inspire others with fair play and being gracious in victory and defeat.</p>	<p>Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.</p> <p>Choose between the two passes (push/slap) and explain simply why.</p> <p>Make a direct pass while dribbling.</p> <p>Begin to use stick to mark a player from the side line causing them difficulty.</p> <p>Successfully score while in the scoring area.</p> <p>Play small sided competitive games</p> <p>Dribbling the ball in different directions keeping head up.</p> <p>Perform a pass with control, accuracy and with movement into a space.</p> <p>Pass the ball over a variety of distances with some accuracy and power in a game situation.</p> <p>Begin to defend against an opponent in a game situation.</p> <p>Hit a moving ball with some accuracy and control into a goal.</p> <p>Begin to communicate with team to develop tactics for attacking and defending.</p>	<p>Use speed, changing of direction and indian dribbling to advance towards team's goal.</p> <p>Use a range of passes knowing which one depending on the distance of the pass.</p> <p>Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</p> <p>Know when to defend and what defence skills could be used.</p> <p>Seize an opportunity to score, sometimes quite quickly.</p> <p>Play small sided competitive games.</p> <p>Pass a moving ball.</p> <p>Dribble the ball at various speeds- both in isolation and a game situation.</p> <p>Pass and move into a space with accuracy, control and speed (in isolation/game situation).</p> <p>Start to pass the ball over a variety of distances in attacking or defensive situations</p> <p>Begin to defend as an individual and communicate to defend as a team (marking and tackling).</p> <p>Hit a moving ball into a goal from different angles and sometimes with different levels of power.</p> <p>Communicate with team evaluate and recognise success to help improve individual and team performance.</p>

Invasion Games

End of KS expectations KS2

Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.

Striking and Field Games

Reception	Year 1	Year 2
<p>Aim & throw object underarm.</p> <p>Catch balloon / bean bag / scarf and sometimes a bouncing ball.</p> <p>Rolling and stopping a ball sitting down and standing up</p> <p>Use hand to strike a bean bag or ball and move towards a scoring area.</p> <p>Move with different objects in their hands, passing an object to another child.</p> <p>Pushing a ball away from body with hands.</p> <p>Push ball with throw down strips to develop hand eye co-ordination.</p> <p>Begin to use a bat to hit a ball or bean bag.</p> <p>Play a simple game involving striking and fielding.</p>	<p>Show some different ways of hitting, throwing and striking a ball.</p> <p>Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).</p> <p>Play as a fielder and get the ball back to a STOP ZONE.</p> <p>Begin to follow some simple rules (carrying the bat, not over taking someone).</p> <p>Rolling and stopping a ball with one/two hands</p> <p>Throw and catch a ball with some control.</p> <p>Bowl underarm towards a target.</p> <p>Hit a ball off a tee using various bats.</p> <p>Play a modified game hitting off a tee.</p>	<p>Send a ball off a tee using a bat or a racket.</p> <p>Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops.</p> <p>Stop moving when the 'bowler' has the ball.</p> <p>Play as a fielder and pass the ball back to the bowler to make the runner stop.</p> <p>Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops).</p> <p>Play competitively to score points.</p> <p>Roll and stop a ball with control/accuracy.</p> <p>Throw underarm with some accuracy and catch a ball.</p> <p>Bowl underarm towards a target with control and accuracy.</p> <p>Begin to hold the bat in correct position and hit a ball off a tee.</p> <p>Play a modified game encouraging teamwork when fielding.</p>
End of KS expectations KS1		
Pupils should participate in team games, developing simple tactics for attacking and defending.		

**Striking and Field Games: Cricket**

Year 3	Year 4	Year 5	Year 6
<p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of wicket keeper</p> <p>Play in a tournament and work as team, using tactics in order to beat another team.</p> <p>Roll the ball with one hand and stop the ball attempting long barrier method.</p> <p>Throw and catch underarm with both hands (in isolation).</p> <p>Bowl at a wicket underarm and attempt overarm.</p> <p>Control with a bat (holding it correctly) hitting a ball off a tee and whilst moving.</p> <p>Play a modified game using fielding and batting skills.</p> <p>Know when to use an underarm or overarm throw.</p>	<p>Develop the range of Cricket skills they can apply in a competitive context.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Consolidate existing skills and apply with consistency.</p> <p>Develop fielding skills e.g. which stump, where to hit.</p> <p>Roll the ball with one hand and stop the ball from different directions using long barrier method.</p> <p>Throw and catch under pressure in modified games.</p> <p>Bowl at a wicket underarm/overarm with accuracy and control.</p> <p>Hit a drop fed ball and/or moving ball with a bat.</p> <p>Play a game communicating as a team</p>	<p>Link together a range of skills and use in combination.</p> <p>Collaborate as a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.</p> <p>Play small sided competitive games.</p> <p>Begin to use fielding techniques with throwing and stopping and scooping up the ball.</p> <p>Throwing over/underarm and catching over various distances.</p> <p>Bowl attempting to hit the wicket using under/overarm.</p> <p>Hit a moving ball with control and some distance.</p> <p>Communicate and collaborate as team to beat an opponent.</p>	<p>Apply with consistency standard cricket rules in a variety of different styles of games.</p> <p>Attempt a small range of recognised shots in isolation and in competitive scenarios</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder</p> <p>Positioning in a modified game to field a ball (both throwing and stopping it)</p> <p>Making correct decisions with the type of throw to use in modified game.</p> <p>Move body into a position to catch the ball.</p> <p>Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket.</p> <p>In a competitive game begin to tactically hit/place a ball into a space.</p> <p>Use a variety of tactics to attack and defend in a game of quick cricket</p>

Striking and Fielding Games: Rounders

Year 3	Year 4	Year 5	Year 6
<p>Be able to play simple rounders games.</p> <p>Apply some rules to games.</p> <p>Develop and use simple rounders skills.</p> <p>Use a forehanded batting technique.</p> <p>Field the ball back to the post or bowler.</p> <p>Bowl accurately.</p>	<p>Develop the range of rounders skills that can apply in a competitive context.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Identify different positions in rounders and the roles of those positions.</p>	<p>Link together a range of skills and use in combination.</p> <p>Collaborate as a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance.</p> <p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of backstop.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team.</p>	<p>Apply consistently rounders rules in conditioned games.</p> <p>Play small sided games using standard rounders pitch layout.</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder.</p>
End of KS expectations KS2			
<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.</p>			

Net Wall Games

Reception: linked to FMS	Year 1: linked to FMS	Year 2: Tennis
<p>Throw and catch to self with a soft ball and attempt to bounce catch to self.</p> <p>Balance an object e.g. beanbag on racket.</p> <p>Hand eye co-ordination passing ball to a partner. Move on the floor ball with hand in a variety of ways.</p> <p>Push the ball with throw down strips to develop hand eye co-ordination.</p>	<p>Throwing and catching a small ball with control and bounce catch to self and partner.</p> <p>Balance a ball on racket.</p> <p>Racket familiarisation- moving ball with racket in forehand position. Racket Familiarisation – moving a ball in backhand position.</p> <p>Tap up tennis ball to self, keeping control.</p>	<p>Throw and catch from one hand to the other.</p> <p>Bounce catch into a target with a partner.</p> <p>Balance a ball on racket with control.</p> <p>Racket familiarisation- moving ball with racket in forehand and backhand position whilst moving</p>
End of KS expectations KS1		
<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>		

Net Wall Games: Tennis

Year 3	Year 4	Year 5	Year 6
<p>Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc).</p> <p>Tap the ball back and forth to partner.</p> <p>Stand in a ready position holding racquet correctly.</p> <p>Change from a ready position before tapping the ball to a partner.</p> <p>Begin to know what it means by a forehand and backhand position.</p> <p>Move to catch a ball.</p> <p>Control a ball on racket when moving.</p> <p>Hit ball across the floor with forehand position.</p> <p>Hit the ball across the floor using back hand position.</p> <p>Hit a ball into a target (with one bounce).</p> <p>Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.</p>	<p>Tap the ball back and forth to a partner over a small space.</p> <p>Begin to tap a ball over a net allowing for a bounce, hit technique.</p> <p>Move from a ready position into a forehand position/backhand position quickly.</p> <p>Bring racquet to meet the ball for a forehand and backhand hit.</p> <p>Know to use two hands for an effective backhand.</p> <p>Move racquet in a low to high swing for an effective tap.</p> <p>Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.</p> <p>Move with balance and control to catch a ball.</p> <p>Hit/bounce ball on racket when moving.</p> <p>Hit ball in forehand position with drop feed.</p> <p>Hit a ball in backhand position with a drop feed.</p> <p>Hit a ball into a target from a variety of distances with no bounce</p>	<p>Tap the ball using either a fore hand or back hand motion.</p> <p>Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is.</p> <p>Set racquet back in its ready position quickly upon recovery.</p> <p>Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit.</p> <p>Serve the ball correctly beginning to purposely aim for space to score.</p> <p>Move to hit a ball with some control.</p> <p>Hit/ bounce a ball with control when moving.</p> <p>Moving into position to hit a ball with forehand in skills practice and game.</p> <p>Moving into position to hit a ball with backhand in skill practice and game.</p> <p>Serve diagonally with underarm/overarm throwing into target/game. Begin to use with racket to serve into a target.</p>	<p>Turn and run to the ball getting into a forehand or backhand position en route.</p> <p>Use 'move-hit-recover' approach within a game, showing facing forward on recovery.</p> <p>Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).</p> <p>Use the correct swing technique and control with smooth swings keeping the path of the racquet the same.</p> <p>Serve the ball accurately making team mates have to move to send it back.</p> <p>Move in a variety of directions when hitting a ball.</p> <p>Hit/bounce ball to a partner with control.</p> <p>Move to hit a ball in game in forehand position.</p> <p>Move into position to hit a ball with backhand.</p> <p>Begin to choose which shot it best in a game.</p> <p>Serve diagonally under/overarm in a game of mini tennis</p>



End of KS expectations KS2

Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.



Athletics

Reception	Year 1	Year 2
	<p>Use varying speeds when running.</p> <p>Explore footwork patterns. Explore arm mobility.</p> <p>Explore different methods of throwing. Practise short distance running.</p>	<p>Run with agility and confidence.</p> <p>Learn the best jumping techniques for distance.</p> <p>Throw different objects in a variety of ways.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Run for distance.</p> <p>Complete an obstacle course with control and agility.</p>
End of KS expectations KS1		
<p>Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>		

Athletics

Year 3	Year 4	Year 5	Year 6
<p>Run in different directions and at different speeds, using a good technique.</p> <p>Improve throwing technique.</p> <p>Reinforce jumping techniques.</p> <p>Understand the relay and passing the baton.</p> <p>Choose and understand appropriate running techniques.</p> <p>Compete in a mini competition, recording scores.</p>	<p>Select and maintain a running pace for different distances.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in a competitive situation.</p>	<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>Demonstrate good techniques in a competitive situation.</p>	<p>Investigate running styles and changes of speed.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in a competitive situation.</p>
End of KS expectations KS2			
<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>			

Swimming

Year 3-6

To develop basic pool safety skills and confidence in water.

To develop travel in vertical or horizontal position and introduce floats.

To develop push and glides, any kick action on front and back with or without support aids.

To develop entry and exit, travel further, float and submerge.

To develop balance, link activities and travel further on whole stroke.

To show breath control.

Introduction to deeper water.

Treading water.

Following scheme of work used by swimming instructors.

End of KS expectations KS2

Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m.

To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke).

Perform safe self-rescue in different water-based situations.