

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics</b>	<p><b>KS1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p><b>LKS2</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Begin to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p><b>UKS2</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Evaluate Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
	<ul style="list-style-type: none"> <li>- Agility</li> <li>- Balance</li> <li>- Coordination</li> </ul>	<ul style="list-style-type: none"> <li>- To teach the 5 basic shapes (tuck, straddle, pike, star and straight).</li> <li>- Introduce the ideas of flexibility, strength, technique, control and balance.</li> <li>- Introduce balancing, rolling and jumping</li> <li>- Introduce benches and low tables.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore different ways of presenting the body in this way.</li> <li>- Floor based.</li> <li>- To link the 5 basic shapes together using different ways of travelling.</li> <li>- Perform movements.</li> <li>- To develop the ideas of flexibility, strength, technique, control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>- To link the 5 basic shapes together using different ways of travelling.</li> <li>- Introduce more complex apparatus. Perform and evaluate movements own work.</li> <li>- Introduce mirroring.</li> <li>- To continue to develop the ideas of flexibility, strength, technique, control and balance.</li> <li>- Select elements to incorporate in to a controlled sequence.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in cannon and unison.</li> <li>- Perform using the floor and apparatus and different levels; perform and evaluate own and others' work.</li> <li>- To secure the ideas of flexibility, strength, technique, control and balance.</li> </ul>

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	<p><b>KS1</b></p> <p>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.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>perform dances using simple movement patterns.</p>	<p><b>LKS2</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p><b>UKS2</b></p> <p>Demonstrate understanding of attacking and defending in competitive play.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</p> <p>Evaluate Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	

	<ul style="list-style-type: none"> <li>- Team games</li> <li>- Invasion games – simple tactics for attack and defend</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise players that play well and why</li> <li>- Use a range of techniques when passing (high, low, bounce, fast, slow)</li> <li>- Change direction and speed</li> <li>- Keep and use simple rules they are given</li> </ul>	<ul style="list-style-type: none"> <li>- Show a degree of consistency and control in games</li> <li>- Play with greater speed and flow</li> <li>- Know and explain the skills they are confident with and can use well</li> </ul>	<ul style="list-style-type: none"> <li>- Perform skills with accuracy, confidence and control</li> <li>- Know the difference between attacking and defending skills</li> <li>- Find and use space to help their team</li> <li>- Know how to mark and defend their goal</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of tactics to keep the ball e.g. changing speed or direction</li> <li>- Evaluate what parts of a performance could be improved</li> <li>- Combine and perform skills with greater speed and control, reacting to meet the needs of the game</li> <li>- Choose and use different formations to suit the needs of the game</li> <li>- Choose when to pass, travel, or keep possession and make progress towards goal</li> <li>- Recognise and describe best points / areas of improvement in an individual's and team performance</li> </ul>
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<b>Athletics</b>	<p><b>KS1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>LKS2</b> Use running, jumping, throwing and catching in isolation and in combination. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p><b>UKS2</b> Use running, jumping, throwing and catching in isolation and in combination. Continue to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
	<p>- Master basic movements (running, jumping, throwing, catching)</p>	<p>- To be able to run consistently and smoothly.</p> <p>- To explore different styles of jumping.</p> <p>- To demonstrate throwing techniques with a range of different objects.</p>	<p>- To be able to run consistently and smoothly over a given distance.</p> <p>- To explore different styles of jumping, starting to show control of the landing.</p> <p>- To demonstrate throwing techniques with a range of different objects, beginning to show control of aim and direction.</p>	<p>- To be able to run consistently and smoothly over a given distance, changing pace when appropriate.</p> <p>- To explore different styles of jumping, showing control of the landing. Combine with a run into a jump.</p>	<p>- To be able to run consistently and smoothly over a range of distances, changing pace when appropriate.</p> <p>- Introduce running techniques including use of arms and legs.</p> <p>- To explore different styles of jumping, showing control of the landing.</p> <p>- Combine with a range of movements into a jump.</p>

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<b>Dance</b>	<p><b>KS1</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.</p>	<p><b>LKS2</b> Begin to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Look at previous performances and demonstrate improvement to achieve their personal best.</p>		<p><b>UKS2</b> Continue to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns. Evaluate their performances with previous ones and demonstrate improvements and areas for development, to then achieve their personal best.</p>	
	<p>- Form simple movement patterns</p>	<p>- To interpret a story by copying movements and gestures to represent mood and emotion.</p>	<p>- To create and then interpret a short story, generating and linking movements and gestures</p>	<p>- To generate, link and perform a range of movements in a controlled manner showing smooth transitions.</p>	<p>- To create and then interpret a short story, generating and linking movements and gestures.  - Increase the number of movements presented in a sequence.  - Perform sequences with control, showing smooth transitions.</p>