

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping Healthy	<ul style="list-style-type: none"> Describe how the body feels when still and when exercising 	<ul style="list-style-type: none"> Describe how the body feels before and after exercise. Carry and place equipment safely. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool-down. 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.



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Striking and fielding	<ul style="list-style-type: none"> Hit a ball with a bat or a racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands 	<ul style="list-style-type: none"> Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills. Practise accurate throwing and consistent catching. 	<ul style="list-style-type: none"> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. 	<ul style="list-style-type: none"> Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding where appropriate. Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow) and for a purpose. Develop a safe and effective overarm bowl. 	<ul style="list-style-type: none"> Use a bat to hit a ball with accuracy and control. Accurately serve underarm. Build a rally with a partner using a racket. Use at least two different shots in game. Use hand-eye coordination to strike a moving and stationary ball. Develop different ways of throwing and catching. 	<ul style="list-style-type: none"> Use a racket to hit a shuttlecock consistently and with increasing control. Use a stick to hit a ball with accuracy and control. Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and successfully under pressure in a game 	

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- Begin to send and receive a ball from rolling hand and striking with foot.
- Aim and throw objects underarm.
- Catch balloons/bean bags/ scarf and sometimes a bouncing ball.
- Move and stop safely.
- Play a passing and target game alone and with a partner.

- Move and stop safely.
- Travel in a variety of ways including running and jumping.
- Send and receive a ball from rolling hand and striking with foot.
- Begin to perform a range of throws.
- Receive a ball with basic control.
- Begin to develop hand eye coordination.
- Participate in simple games.

- Confidently send the ball to others in a range of ways.
- Begin to apply and combine a variety of skills (to a game situation).
- Develop strong spatial awareness.
- Begin to develop own games with peers.
- Understand the importance of rules in a game.
- Develop simple tactics and use them appropriately.
- Begin to develop an understanding of attacking / defending.

- Understand simple 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.
- Begin to communicate with others during game situations.
- Use skills with coordination and control.
- Develop own rules for new games.
- Work well in a group to develop various games.
- Begin to understand how to compete with each other in a controlled manner.

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Show confidence in using ball skills in various ways.
- Use skills with coordination, control and fluency.
- Take part in competitive games with an understanding of tactics.
- Can create their own games using knowledge and skills.
- Work well in a group to develop various games.
- Make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Develop simple tactics and use them appropriately.
- Understand the importance of rules in a game.

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Show confidence in using ball skills in various ways.
- Use skills with coordination, control and fluency.
- Take part in competitive games with a strong understanding of 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.
- Compare and comment on skills to support creation of new games.
- Work well in a group to develop various games.
- Use running, jumping throwing and catching in isolation and combinations.
- Develop less simple tactics and use them appropriately.
- Understand the importance of rules in a game.

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Show confidence in using ball skills in various ways, and can link these together effectively e.g. Dribbling, bouncing kicking.
- Keep possession of balls during game situations.
- Consistently use skills with coordination, control and fluency.
- Take part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Modify competitive games.
- Compare and comment 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.
- Use running, jumping, throwing and catching in isolation and in combinations.
- Develop tactics and use them appropriately.
- Understand the importance of rules in a game.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> Move to music. Copy dance moves. Perform some dance moves. Move around the space safely. 	<ul style="list-style-type: none"> Copy, explore and remember basic movements and body patterns. Link movements to sounds and music. Respond to a range of stimuli. Move around obstacles safely. Tell a story through movement. Be supportive to a partner. 	<ul style="list-style-type: none"> Copy and explore basic movements with clear control. Vary levels and speed in sequence and the size of body shapes. Add change of direction to a sequence. Use and negotiate space clearly. Describe a short dance using appropriate vocabulary. Respond imaginatively to stimuli. Work in a group to create a short dance. Create a solo dance and interpret ideas in their own way. Understand the importance of timing and show awareness of this when performing a dance. 	<ul style="list-style-type: none"> Begin to improvise both independently and with a partner to create a simple dance routine. Translate ideas from stimuli into a movement with support. Vary levels and speed in sequence and the size of body shapes. Begin to compare and adapt movements and motifs to create a longer sequence. Use simple dance vocabulary to compare and improve work. Work in a group to demonstrate shapes and use their bodies in interesting ways. Demonstrate unique movement ideas. Sequence different ideas together. Use stillness in a performance. Perform a dance in unison. 	<ul style="list-style-type: none"> Confidently improvise with a partner or independently. Begin to create longer dance sequences in a larger group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work. Create a solo dance with innovative ways of moving. Pupils will perform in perfect unison. Understand the importance of timing and use this throughout a dance. Use teamwork skills to create a dance. 	<ul style="list-style-type: none"> Begin to exaggerate dance movements and motifs (using expression when moving). Use movement to show the emotions of a character. Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. Begin to show a change of pace and timing in movements. Use the space provided effectively. Improvise with confidence, still demonstrating fluency across the sequence. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. Combine travel, turn, jump, gesture and stillness to show events and emotions. 	<ul style="list-style-type: none"> Exaggerate dance movements and motifs (using expression when moving). Perform with confidence, using a range of movement patterns. Demonstrate a strong imagination when creating own dance sequences and motifs. Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. Begin to show a change in pace and timing in movements. Improvise with confidence, still demonstrating fluency across the sequence. Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences. Modify parts of a dance sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.



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Learning and Growing Together

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- Make body tense, relaxed, curled and stretched.
- Balance on small/large body parts.
- Make large and small body shapes.
- Perform basic travelling actions on various body parts.

- Copy and explore basic movements with some control and coordination.
- Perform different body shapes.
- Perform at different levels.
- Perform a 2 footed jump.
- Use equipment safely.
- Balance with some control.
- Link 2-3 simple movements.
- Climb with confidence.
- Perform an egg roll with some control.

- Explore and create different pathways and patterns.
- Use equipment in a variety of ways to create a sequence.
- Make body tense, relaxed, curled and stretched, in a range of movements.
- Jump and create shapes in the air.
- Perform an egg roll, pencil roll and teddy bear roll.
- Create a sequence with travelling, balancing, rolling and jumping.

- Describe own work using simple gymnastics vocabulary.
- Begin to notice similarities and differences between sequences.
- Use turns whilst travelling in a variety of ways.
- Begin to show flexibility in movements.
- Begin to develop good technique when travelling, balancing, using equipment etc.
- Travel with control on 4 points.
- Balance on 1, 2, 3 and 4 points of the body.
- Demonstrate a range of rolls with accuracy and control.
- Move from one action to another smoothly.
- Jump and land safely.
- Create a sequence with at least 6 actions including travelling, rolling, jumping and balancing with a change of direction and speed.
- Use apparatus to perform jumping and rolling actions.

- Understand composition by performing more complex sequences.
- Begin to use gymnastics vocabulary to describe how to improve and refine performances.
- Develop strength and technique throughout performances.
- Development flexibility throughout performances.
- Create sequences using various body shapes and equipment.
- Combine equipment with movement to create sequences.
- Demonstrate travelling actions on hand and feet.
- Demonstrate a range of rolls with accuracy and control.
- Demonstrate the dish and arch shape.
- Demonstrate a one foot balance and arabesque.
- Create a sequence with at least 6 actions including travelling, rolling, jumping and balancing with a change of direction and speed and teach this to a partner while assessing.

- Select and combine skills, techniques and ideas.
- Analyse and comment on skills and techniques and how these are applied in their own and others' work.
- Use more complex gymnastics vocabulary to describe how to improve and refine performances.
- Develop strength, technique and flexibility throughout performances.
- Link skills with control, technique, coordination and fluency.
- Gradually increase the length of sequence.
- Understand composition by performing more complex sequences.
- Perform partner balances.
- Create a simple sequence of matched and mirrored partner balances.
- Perform a range of counter balances with a partner.
- Know the difference between counter balance and counter tension.
- Create a sequence with counter balances and counter tension with a partner.

- Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and direction.
- Adapt sequences to include a partner or small group.
- Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
- Analyse and comment on skills and techniques and how these are applied in their own and others' work.
- Use more complex gymnastics vocabulary to describe how to improve and refine performances.
- Develop strength, technique and flexibility throughout performances.
- Perform shapes and balances with a partner.
- Demonstrate a counter balance and counter tension paired balance using apparatus.
- Demonstrate a group counter balance.
- Create a group sequence with counter balances and counter tension.
- Create a paired sequence with counter

								balances and counter tension in unison.
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<ul style="list-style-type: none"> • Jump for distance and land appropriately. • Throw overarm for distance. • Travel using hopping and skipping. 	<ul style="list-style-type: none"> • Hop with skill and rhythm • Jump as far as possible and land with control. • Run at different speeds and change direction quickly. • Throw underarm with accuracy. • Show correct posture when running quickly. • Complete a running and jumping course. 	<ul style="list-style-type: none"> • Throw underarm into a target. • Throw as far as possible. • Throw using a push and two handed throw for distance. • Jump for distance with control. • Complete an obstacle course with speed and agility. • Run at different speeds and change direction quickly. • Show correct posture when running quickly. 	<ul style="list-style-type: none"> • Throw using a pull action. • Throw using a push action • Perform the sling throwing action. • Throw for distance using the above throws. • Explore different running techniques. • Pass a baton to a teammate in a relay. • Develop jumping actions (2:2 feet for distance) • Perform a hop, step and jump. • Perform a combination of 5 jumps. 	<ul style="list-style-type: none"> • Perform a sling throw. • Perform a heave throw. • Perform a pull throw. • Perform a push throw. • Perform running techniques for short and long distances. • Develop running for a distance. • Develop running for speed. • Take off and land one foot to two. • Take off and land one foot to one (same and other). • Take off and land using a combination of jumps. • Take off and land performing the triple jump. • Take part in an athletics event and record times and distances accurately. 		



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Swimming				<ul style="list-style-type: none">• 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 glide, any kick action on front or 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 strokes.• To show breath control.• Introduction to deeper water.• Treading water.• To work with confidence in the water.• Swim competently, confidently and proficiently over a distance of 25 meters.• Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.• Perform safe self-rescue in different water based situations.			

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OAA				<ul style="list-style-type: none"> • Demonstrate with a partner how to solve trust challenges. • Know how to stay safe and believe your partner will keep you safe. • Work with others to complete a journey within the school grounds. • Share responsibilities for a task with others. • Know how to use a control card. • Navigate safely to a control site. • Listen to and respect agreed rules. • Know how to keep a map set or orientated. • Know some of the symbols on an orienteering map. • Respect rules and manage emotions. 	<ul style="list-style-type: none"> • Work as part of a team to solve challenges. • Try different solutions without fear of failure. • Cooperate with different people and different group sizes. • Generate a range of ideas to solve a problem. • Show encouragement and support to team members. • Adapt ideas through trying them out. • Explain how they worked as a team to solve a challenge. • Demonstrate how to work as a team whilst using each person's individual strengths and explain how and why they chose team roles. 	<ul style="list-style-type: none"> • Can communicate effectively • Trust and work with others to solve problems. • Take responsibility for others. • Use support and encouraging language. • Listen attentively, record information and apply strategies for remembering key information. • Can follow instructions. • Can work effectively as part of a team to solve problems. • Can generate and share and evaluate ideas confidently. • Can recognise the important role played by all team members. • Understand and accept the role they are given in a team. • Organise resources within a team. 	



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