



MH Nov 2021	Fs2	Y1	Y2	Y3	Y4	Y5	Y6	
<p>National Curriculum</p> <p><small>*Negotiate space and obstacles safely, with consideration for themselves and others.</small></p> <p><small>*Demonstrate strength, balance and coordination when playing.</small></p> <p><small>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</small></p> <p><small>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</small></p> <p><small>Set and work towards single goals, being able to wait for what they want and control their immediate impulses when appropriate.</small></p> <p><small>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</small></p> <p><small>Explain the reasons for rules, know right from wrong and try to behave accordingly.</small></p> <p><small>Work and play cooperatively and take turns with others.</small></p>	<p>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 cooperative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety Pupils should be taught to [This is taught in Y3 and Y5 through ten week blocks – Catch up curriculum is offered to pupils who are unable to swim 25 metres by the end of Y5]:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres, • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	<p>Can they make their body tense, relaxed, curled and stretched?</p> <p>Can they begin to control their body when travelling, balancing and jumping?</p> <p>Can they copy sequences and repeat them with some accuracy?</p> <p>Can they work with a partner to create a simple balance?</p> <p>Can they roll, balance, travel and jump in different ways?</p>	<p>Can they plan and show a short sequence of movements?</p> <p>Can they control their body when travelling and balancing throughout a short sequence?</p> <p>Can they think of more than one way to create a sequence which includes jumping, balancing and travelling in different ways?</p> <p>Can they work with a partner to create two balances, linking them together? (British values)</p>	<p>Can they use a greater number of their own ideas for movement?</p> <p>Can they adapt sequences to suit apparatus and a partner's ability?</p> <p>Can they explain how strength and suppleness affect performances?</p> <p>Can they compare and contrast sequences?</p>	<p>Can they work in a controlled way?</p> <p>Can they create a longer sequence that includes a change of speed, direction, shape and travel?</p> <p>Can they follow a set of rules to produce a sequence?</p> <p>Can they work with a partner to create, repeat, improve a sequence with at least 3 phases?</p>	<p>Can they make complex or extended sequences?</p> <p>Can they combine action, balance and shape effectively using different heights and speeds? - In partners, groups and independently.</p> <p>Can they emphasise the use of extension, clear body shape and change in direction?</p>	<p>Can they develop sequences with complexity and challenging balances?</p> <p>Can they combine their work with that of others?</p> <p>Can they link their complex sequences to specific timings?</p>
<p>Gymnastics</p>	<p><u>Skills</u></p> <p>Curled side roll (egg roll) Log roll Straight jump Tuck jump Bunny hop Tiptoe, step, jump and hop Standing balances</p>	<p><u>Skills</u></p> <p>Log roll with control Curled side roll (egg roll) with control</p> <p>Tuck Jump Jumping Jack Half turn jump Cat spring</p> <p>Bunny Hop Skipping Galloping</p> <p>Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p>	<p><u>Skills</u></p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll Rocking forward roll Crouched forward roll</p> <p>Jumping jack Half turn jump</p> <p>Skipping Galloping Straight jump half-turn</p> <p>Large body part balances Balances on apparatus</p>	<p><u>Skills</u></p> <p>Crouched forward roll Forward roll from standing Tucked backward roll Teddy Bear Roll</p> <p>Star jump Straddle jump Pike jump Straight jump half-turn</p> <p>Front support wheelbarrow with partner</p> <p>Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p><u>Skills</u></p> <p>Forward roll from standing Straddle forward roll Tucked backward roll</p> <p>Straddle jump Pike jump Straight jump full-turn Cat leap half-turn</p> <p>Pivot</p> <p>1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p><u>Skills</u></p> <p>Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p>Cat leap half-turn Split leap Straddle jump Pike jump</p> <p>Pivot Handstand (with partner support) Cartwheel</p> <p>Revisit balances Part body weight partner balances</p>	<p><u>Skills</u></p> <p>Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike</p> <p>Cat leap half-turn Split leap Straddle jump Pike jump</p> <p>Lunge into handstand Lunge into cartwheel</p> <p>Revisit balances 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations</p>	



<p>Dance</p>		<p>Can they use different parts of the body singularly and in combination?</p> <p>Can they choose appropriate movements for different dance ideas?</p> <p>Can they remember and repeat short dance phrases and simple dances?</p>	<p>Can they change rhythm, speed, level and direction with guidance?</p> <p>Can they dance with control and coordination?</p> <p>Can they link some movements to show a mood or feeling?</p> <p>Can they make a simple sequence linking two sections together?</p>	<p>Can they improvise movement developed from a stimulus?</p> <p>Can they share and create dance phrases, with a partner and in a group?</p> <p>Can they refine, repeat and remember dance phrases and dances?</p> <p>Can they begin to use dance vocabulary?</p>	<p>Can they respond imaginatively to a range of stimuli by showing mood and feeling?</p> <p>Can they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?</p> <p>Can they refine, repeat and remember dance phrases and dances?</p> <p>Can they perform dances clearly and fluently?</p>	<p>Can they plan and perform dances with more confidence?</p> <p>Can they compose motifs and plan dances creatively and collaboratively in groups?</p> <p>Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?</p> <p>Can they use complex dance vocabulary, such as rhythm, canon, synchronisation, mirroring?</p>	<p>Can they develop their own imaginative dances?</p> <p>Can they incorporate and select appropriately their learnt skills to create a longer sequence of movements to perform?</p> <p>Can they exaggerate movement and skills more effectively to show expression?</p>
<p>Athletics</p>		<p>Can they run at different speeds?</p> <p>Can they jump from a standing and running position and land safely?</p>	<p>Can they change speed and direction whilst running?</p> <p>Can they jump from a standing position with accuracy?</p> <p>Can they throw overarm?</p>	<p>Can they run at different speeds with improved technique?</p> <p>Can they link running and jumping and land safely?</p> <p>Can they take part successfully in a relay activity?</p> <p>Can they throw a variety of objects with different throws? [e.g. javelin, ball]</p>	<p>Can they pace themselves over a longer distance?</p> <p>Can they link running and jumping with fluency and control?</p> <p>Can they throw a variety of objects changing the action for accuracy and distance?</p> <p>Can they hit a target?</p> <p>Can they sprint over a short distance?</p>	<p>Can they control when taking off and landing in a jump?</p> <p>Can they use effective coordination to throw with accuracy and distance?</p> <p>Can they hit a target accurately?</p> <p>Can they combine running and jumping and begin to use hop-skip-jump?</p> <p>Can they use their body effectively to run faster?</p> <p>Can they pass a baton without dropping it?</p> <p>Can they run for a more sustained period of time?</p>	<p>Can they demonstrate stamina and pacing throughout a race?</p> <p>Can they use the appropriate techniques for different throwing activities?</p> <p>Can they use their body effectively to run faster and more efficiently?</p> <p>Can they pass a baton at speed and with fluency without dropping it?</p>
<p>Games/Invasion Games/Striking and Fielding/Net and Ball</p>		<p>Can they throw underarm?</p> <p>Can they roll a piece of equipment?</p> <p>Can they hit a ball with a bat or stick?</p> <p>Can they move and stop safely?</p> <p>Can they catch a ball with both hands?</p> <p>Can they throw in different ways?</p> <p>Can they move a ball in different ways?</p>	<p>Can they use hitting, rolling and/or kicking in a game?</p> <p>Can they stay in "zone" during a game?</p> <p>Can they follow rules?</p> <p>Can they use simple tactics in a game to attack and defend?</p> <p>Can they use space during games?</p>	<p>Can they throw and catch accurately during drills?</p> <p>Can they use space with intent during games?</p> <p>Can they use rules fairly?</p> <p>Can they keep possession in invasion games?</p> <p>Can they attempt to hit a ball in a chosen direction?</p> <p>Can they dribble a ball with some control?</p> <p>Can they strike a ball with control?</p>	<p>Can they throw and catch accurately when under some pressure?</p> <p>Can they use space effectively during games?</p> <p>Can they hit a ball accurately and with control?</p> <p>Can they understand reasons for using different skills in various games? E.g. bounce pass/chest pass, forehand/backhand.</p> <p>Can they forehand and backhand with some accuracy?</p> <p>Can they pass, dribble, and shoot?</p> <p>Can they keep possession of a ball when under some pressure?</p>	<p>Can they gain possession when working in a team?</p> <p>Can they use, select and apply appropriate skills for different game situations?</p> <p>Can they field, using good positioning?</p> <p>Can they use forehand and backhand with accuracy and direction?</p> <p>Can they use a number of techniques to pass, dribble, and shoot?</p>	<p>Can they explain complicated rules?</p> <p>Can they lead in a game situation?</p> <p>Can they make or understand a team plan and communicate it to others? (British values)</p> <p>Can they choose the best tactics to attack and defend?</p> <p>Can they use skills they have developed (e.g. passing, shooting, dribbling, throwing and striking) under pressure and with intent?</p>
<p>Outdoor Adventurous Activity</p>				<p>Can they follow a map in a familiar context?</p> <p>Can they move from one location to another following a map?</p> <p>Can they use clues to follow a route?</p> <p>Can they follow a route safely?</p>	<p>Can they follow a map in a more demanding context?</p> <p>Can they move from one location to another following a map unfamiliar to them?</p> <p>Can they use clues to follow a route?</p> <p>Can they follow a route accurately, safely and within a time limit?</p>	<p>Can they follow a map in an unknown location?</p> <p>Can they use clues & compass directions to navigate a route?</p> <p>Can they change their route if there is a problem?</p>	<p>Can they plan a route and a series of clues for someone else?</p> <p>Can they plan taking account of safety?</p>



<p><u>Evaluating and Improving</u></p>		<p>Can they copy & repeat actions?</p> <p>Can they talk about what they have done/ what others have done?</p> <p>Can they describe how their body feels before, during and after an activity?</p> <p>Can they discuss current sporting events?</p>	<p>Can they copy & remember actions? Can they talk about what is different between what they have done/ what others have done?</p> <p>Can they say how they would improve?</p> <p>Can they describe how their body feels before, during and after an activity?</p> <p>Can they explain what their body needs to keep healthy?</p> <p>Can they show how to exercise safely?</p> <p>Can they discuss current sporting events and understand what makes a good sportsperson?</p>	<p>Can explain why it is important to warm-up and cool-down? Can they identify some muscle groups?</p> <p>Can they compare their work with others?</p> <p>Can they understand how hard professional sports people train?</p>	<p>Do they show a clear understanding of how to warm-up and cool-down safely?</p> <p>Can they understand why stretching is important and identify some muscle groups that they stretch?</p> <p>Can they explain why keeping fit is good for their health?</p> <p>Can they compare their work with others and use this to improve their work?</p> <p>Can they understand the importance of preparation and practice?</p>	<p>Can they suggest ideas for warm-up and cool-down exercises?</p> <p>Can they compare and comment on skills, techniques and ideas that they and others have used?</p> <p>Can they suggest ways to improve their own and other people's work?</p> <p>Can they understand how good mentality can bring success?</p>	<p>Can they develop ideas for their own success criteria for evaluating?</p> <p>Can they organise their own warm-up and cool-down exercises?</p> <p>Can they show they have improved their precision, control and fluency?</p> <p>Can they discuss inspirations for their chosen sport and discuss how they became successful?</p>
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Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Extra
Rec	Fine Motor Skills	Dance/Movement	Locomotion 1	Gym – Rocking & Rolling	An Encounter with Pirates	Under the Sea	
	Fundamental Movement Skills	Emergency Services	Dance – Nursery Rhymes	A Day on the Farm	Target Games 1	Athletics 1	
Y1	Locomotion 2 – Running	Multi skills Kicking and Dribbling	Gymnastics	Gymnastics	Athletics	Striking and Fielding – Cricket 1	
	Multi-skills Throwing & Catching	Dance	Basketball	Dance	Tennis	Invasion Games	
Y2	Invasion Games – Hockey skills	Invasion Games – Attack and Defend Basketball	Gymnastics	Gymnastics	Athletics	Striking and Fielding – Cricket 2	
	Multi-skills Throwing, Catching and Aiming	Dance	Multi-skills Kicking and Dribbling	Dance	Tennis	Invasion Games	
Y3	Tag Rugby	Handball	Dance	Gymnastics	Athletics	Tennis	Swimming
	Health Related Fitness	Basketball	Gymnastics	OAA – Problem Solving	Cricket	Cricket	
Y4	Hockey	Gymnastics	Dance	Gymnastics	Athletics	Athletics	CONWAY Residential
	Health Related Fitness	Netball	Sports Hall Athletics	OAA – Orienteering	Tennis	Rounders	Swimming
Y5	Tag Rugby	Gymnastics	Dance	Health Related Fitness	Athletics	Athletics	
	Basketball	Handball	Gymnastics	OAA – Orienteering	Cricket	Tennis	Swimming
Y6	Hockey	Gymnastics	Dance	Gymnastics	Athletics	Athletics	BOREATTON Residential
	Health Related Fitness	Netball	Sports Hall Athletics	OAA – Leadership	Tennis	Rounders	Swimming