	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	**Respond** to a range of stimuli and **types of music** Explore **space, direction, levels and speeds** Experiment creating **actions** and performing movements with **different body parts**	**Describe** and **explain** how performers can transition and **link shapes and balances** **Perform** basic actions with **control** and **consistency** at different **speeds** and on different **levels** **Challenge** themselves to move **imaginatively** responding to music **Work as part of a group** to create and perform short **movement sequences** to music	Practise different sections of a dance aiming to **put together a performance** Perform using **facial expressions** Perform with a **prop**	Work to include **freeze frames** in routines Practise and perform a variety of **different formations** in dance Develop a dance to **perform as a group** with a set **starting position**	Perform different styles of dance **fluently** and **clearly** **Refine & improve** dances adapting them to include the use of **space rhythm & expression** **Work collaboratively** in groups to compose simple dances Recognise and comment on dances **suggesting ideas for improvement**	**Work collaboratively** to include **more complex compositional ideas** Develop **motifs** and incorporate into **self-composed dances** as individuals, pairs & groups Talk about different styles of dance with understanding, using **appropriate language & terminology**
Gymnastics	Identify and use simple gymnastics **actions and shapes**. Apply **basic strength** to a range of gymnastics actions. Begin to **carry basic apparatus** such as mats and benches. To recognise **like actions** and **link.**	Describe and explain how performers can **transition and link** gymnastic elements. Perform with **control and consistency** basic actions at different **speeds** and on different **levels** Challenge themselves to develop **strength and flexibility** Create and perform a simple **sequence** that is judged using simple gymnastic **scoring**	**Modify** actions independently using different **pathways, directions and shapes** Consolidate and improve the **quality of movements** and gymnastics actions Relate **strength and flexibility** to the actions and movements they are performing. To use basic **compositional** ideas to **improve sequence work—unison**	To become increasingly **competent and confident to perform** skills more consistently Able to perform in **time** with a **partner** and **group** Use compositional ideas in sequences such as changes in **height, speed and direction**	Create **longer** and more **complex** sequences and **adapt** performances Take the **lead** in a group when preparing a sequence Develop **symmetry** individually, as a pair and in a small group **Compare** performances and judge strengths and areas for improvement **Select** a component for **improvement**. For example—**timing or flow**	**Lead** group **warm-up** showing understanding of the need for **strength** and **flexibility** Demonstrate **accuracy**, **consistency**, and clarity of movement Work **independently** and in small groups to make up **own sequences** **Arrange** own **apparatus** to enhance work and vary **compositional** ideas Experience **flight** on and off of **high apparatus**
Striking and Fielding			To be able to play **simple rounders games** To **apply some rules** to games To develop and **use simple rounders skills**	To develop the **range of Cricket skills** they can apply in a **competitive context** Choose and use a **range of simple tactics** in isolation and in a game context **Consolidate existing skills** and apply with consistency	**Link together a range of skills** and use in combination. Collaborate with a team to **choose, use and adapt rules** in games. Recognise how some **aspects of fitness** apply to rounders, e.g. power, flexibility and cardiovascular endurance	Apply with consistency **standard cricket rules** in a variety of different styles of games Attempt a small **range of recognised shots** in isolation and in competitive scenarios Use a **range of tactics for attacking and defending** in the role of bowler, batter and fielder
Net Wall			To identify and describe **some rules of tennis**. To **serve** to begin a game To explore **forehand hitting**	Explore **different shots** (forehand, backhand) Work to **return the serve** Positions in gameplay	Introduce **Volley shots** and **Overhead shots** Apply new shots into game situations Play with others to **score and defend points** in competitive games Further, explore **Tennis service rules**	Develop backhand shots Introduce the **lob** Begin to use **full tennis scoring systems** Continue developing **doubles play and tactics** to improve

Invasion			Able to show basic control skills including **sending and receiving** the ball. To send the ball with some accuracy to **maintain possession** and **build attacking** play. To implement the **basic rules** of football.	To be able to consistently perform basic hockey skills such as **dribbling and push pass** To implement the **basic rules** of hockey To develop **tactics** and apply them in **competitive situations** To increase **speed and endurance** during gameplay	To be able to use **specific netball skills** in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills To begin to **play efficiently in different positions** on the court in both attack and defence To **increase power** and **strength** of passes, moving the ball over longer distances	Work as a team to improve **group tactics and gameplay** Play within the rules using **screening** to break down offensive play Develop **defensive skills**
Athletics			**Link running and jumping** movements Can move **safely** and appropriately around, between and over apparatus Have worked with a **variety of equipment** including balls, hoops, bean bags, quoits	Using **running, jumping and throwing stations**, children **investigate** in small groups different ways of performing these activities Using a **variety of equipment**, ways of **measuring and timing, comparing the effectiveness** of different styles of runs, jumps and throws.	Sustain **pace over short and longer distances** such as running 100m and running for 2 minutes Able to run as part of a **relay team working** at their **maximum speed** Perform a range of **jumps and throws** demonstrating increasing **power and accuracy**	Become **confident and expert** in a range of techniques and **recognise their success** Apply **strength and flexibility** to a broad range of throwing, running and jumping activities Work in **collaboration and demonstrate improvement** when working with self and others Accurately and confidently **judge** across a variety of activities
OAA			To **work with others** to solve problems To **describe their work** and use different **strategies to solve problems** To **lead others and be led** To **differentiate** between when a task is **competitive** and when it is **collaborative**	Work well in a **team or group** within defined and understood **roles** **Plan and refine strategies** to solve problems Identify the relevance of and use **maps, compass and symbols** Identify what they **do well** and suggest what the could do to **improve**	Explore ways of **communicating** in a range of challenging activities **Navigate** and **solve problems** from **memory** Develop and use **trust** to complete the task and **perform under pressure**	**Use information given by others** to complete tasks and work collaboratively Undertake **more complex tasks** **Take responsibility** for a role in a task Use knowledge of PE and physical activities to suggest **design ideas & amendments to games**
KS1 Run Jump Throw (Athletics/Movement)	Pupils will begin to **link** running and jumping. To learn and refine a range of running which includes varying **pathways and speeds.** Develop **throwing techniques** to send objects over long distances.	Develop **power, agility, coordination and balance** over a variety of activities Can **throw and handle a variety of objects** including quoits, beanbags, balls, hoops Can negotiate obstacles showing **increased control of body and limbs**				

KS1 Send & Return (Net/Wall)	Able to **send an object** with increased confidence using hand or bat. **Move towards** a moving ball to **return**. **Sending and returning** a variety of balls.	Be able to track the path of a ball **over a net and move towards it** Begin to **hit and return** a ball using a variety of hand and racquet with some consistency Play **modified net/wall** games throwing, catching and sending over a net				
KS1 Hit Catch Run (Striking & Fielding)	Able to **hit objects with hand or bat.** **Track and retrieve** a rolling ball. **Throw and catch** a variety of balls and objects.	Developed **sending and receiving skills** to benefit **fielding** as a team Can distinguish between the **roles of batters and fielders** Have been introduced to the concept of **simple tactics**				
KS1 Attack Defend Shoot (Invasion)	To practice **basic movements i**ncluding running, jumping, throwing and catching To begin to engage in **competitive activities** To experience opportunities to improve **agility, balance and coordination**	Can **send** a ball using feet and can **receive a ball using feet.** Refine ways to **control bodies** and a **range of equipment.** **Recall and link combinations of skills,** e.g. dribbling and passing.				