

GYMNASTICS				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Work independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Describe your own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing, using equipment, etc.</p>	<p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Select and combine skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>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.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
VOCABULARY	Sequence, movement, flexibility, travel and balance.	Sequence, movement, flexibility, travel, balance, technique, coordination, fluency and composition.	Sequence, movement, flexibility, travel, balance, technique, coordination, fluency, composition, precision, control and strength.	Sequence, movement, flexibility, travel, balance, technique, coordination, fluency, composition, precision, control, strength, variation, speed, levels, directions, extension, analyse and comment.

SWIMMING				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Swim 10m unaided in shallow water using one basic method.</p> <p>Kick legs from the hip and identify when this needs improvements.</p> <p>Put your face in water and blow bubbles.</p> <p>Enter and exit water safely and remain safe around water.</p> <p>Explain what dangers there are around water.</p>	<p>Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.</p> <p>Use floats to swim longer distances with a more controlled leg kick.</p> <p>Join in all swimming activities confidently.</p> <p>Put your face under the water and blow bubbles (begin to do this whilst swimming).</p> <p>Explore how to move in and under water.</p> <p>Recognise how swimming affects breathing.</p> <p>Identify and describe differences between different leg and arm actions.</p> <p>Understand that water can be dangerous and repeat what to do when in difficulty.</p>	<p>Swim between 10m and 20m unaided in shallow water, using one stroke.</p> <p>Begin to swim 10m-15m unaided using a second stroke.</p> <p>Put your face in water and breath correctly when swimming in one identifiable stroke.</p> <p>Use a float to aid their swimming and confidence in deeper water.</p> <p>Use a float to develop leg and arm techniques.</p> <p>Begin to explain how to keep safe whilst in water and what dangers should be identified.</p>	<p>Swim 25m unaided in water using one basic method to achieve this distance.</p> <p>Use two different strokes swimming on both front and back.</p> <p>Control breathing.</p> <p>Swim confidently and fluently both on the surface and under the water.</p> <p>Explain how to remain safe in water and what to do if you or someone nearby gets into difficulty.</p>
VOCABULARY	Safety, front crawl, backstroke, breaststroke and unaided.	Safety, front crawl, backstroke, breaststroke, unaided, stroke, breath, float and dangers.	Safety, front crawl, backstroke, breaststroke, unaided, stroke, breath, float, dangers, confidence and deep water.	Safety, front crawl, backstroke, breaststroke, unaided, stroke, breath, float, dangers, confidence, deep water.

DANCE				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Begin to improvise both independently and with a partner to create a simple dance.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and motifs to create a longer sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvise with a partner or independently.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Modify parts of a sequence as a result of self-evaluation.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. eg using various levels, ways of travelling and motifs.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Use the space provided effectively.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate a strong imagination when creating your own dance sequences and motifs.</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Move accurately to the beat.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Dance with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
VOCABULARY	Improvise, stimuli, movements, motifs, sequence and comparison.	Improvise, stimuli, movements, motifs, sequence, comparison, precision, control, dynamic, rhythm and spatial awareness.	Improvise, stimuli, movements, motifs, sequence, comparison, precision, control, dynamic, rhythm, spatial awareness, exaggerate, flexibility, technique, pace and timing.	Improvise, stimuli, movements, motifs, sequence, comparison, precision, control, dynamic, rhythm, spatial awareness, exaggerate, flexibility, technique, pace, timing, expression, patterns, fluent and beat.

MULTI-SKILLS AND TEAM GAMES				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>To develop children's running, jumping, kicking, throwing, agility and coordination.</p> <p>To develop children's ability to solve problems.</p> <p>To develop children's ability to engage in new activities fairly.</p>	<p>To develop children's running, jumping, kicking, throwing, agility and coordination and balancing.</p> <p>To develop children's ability to solve problems.</p> <p>To develop children's ability to engage in new activities fairly.</p> <p>To begin to develop an understanding of determination, honesty, respect, self-belief, passion and teamwork.</p>	<p>To develop children's running, jumping, kicking, throwing, agility and coordination, balancing, spatial awareness and understanding rules.</p> <p>To develop children's ability to solve problems.</p> <p>To develop children's ability to engage in new activities fairly.</p> <p>To develop understanding of determination, honesty, respect, self-belief, passion and teamwork and put into action in game situations.</p>	<p>To develop children's running, jumping, kicking, throwing, agility and coordination, balancing, spatial awareness, understanding rules, and accuracy.</p> <p>To develop children's ability to solve problems.</p> <p>To develop children's ability to engage in new activities fairly.</p> <p>To implement and evaluate the key sporting attributes; determination, honesty, respect, self-belief, passion and teamwork.</p>
VOCABULARY	Running, jumping, kicking, throwing, agility, coordination, problem solving, fairness and communication.	Running, jumping, kicking, throwing, agility, coordination, problem solving, fairness, communication, balancing, determination, honesty, self-belief, passion and teamwork.	Running, jumping, kicking, throwing, agility, coordination, problem solving, fairness, communication, balancing, determination, honesty, self-belief, passion, teamwork, spacial awareness, rules and game situations.	Running, jumping, kicking, throwing, agility, coordination, problem solving, fairness, communication, balancing, determination, honesty, self-belief, passion, teamwork, spacial awareness, rules, game situations and accuracy.

CIRCUIT TRAINING, FITNESS AND HEALTHY LIFESTYLES				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Develop children's knowledge of how the food & drink we consume affects our body.</p> <p>Develop children's ability to exercise at different intensities.</p>	<p>Develop children's knowledge of how the food & drink we consume affects our body.</p> <p>Develop children's ability to exercise at different intensities.</p> <p>Develop children's knowledge of different types of exercise.</p>	<p>Develop children's knowledge of how the food & drink we consume affects our body.</p> <p>Develop children's ability to exercise at different intensities and begin to understand the benefits this brings to your body and mind.</p> <p>Develop children's understanding of how the body reacts to different types of exercise.</p> <p>Develop children's ability to push themselves physically.</p>	<p>Develop children's knowledge of how the food & drink we consume affects our body.</p> <p>Develop children's ability to exercise at different intensities and begin to understand the benefits this brings to your body and mind.</p> <p>Develop children's understanding of how the body reacts to different types of exercise.</p> <p>Develop children's ability to push themselves physically so that they begin to recognise the benefits physically.</p>
VOCABULARY	Food, drink, consume, exercise and intensities.	Food, drink, consume, exercise and intensities.	Food, drink, consume, exercise, intensities and different types of exercises.	Food, drink, consume, exercise, intensities and different types of exercises.

ATHLETICS				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Begin to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques.</p> <p>Can perform a running jump with accuracy.</p> <p>Demonstrate accuracy in throwing and catching activities using a variety of equipment.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use it with confidence.</p> <p>Can perform a running jump with more than one component e.g. hop skip jump (triple jump).</p> <p>Begin to record peers' performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Use a variety of running techniques and use them with increasing confidence.</p> <p>Can perform a running jump with more than one component e.g. hop skip jump (triple jump).</p> <p>Record peers' performances, and evaluate these by giving feedback.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
VOCABULARY	Running, speed, distance, accuracy, jumping, safety and control.	Running, speed, distance, accuracy, jumping, safety, control, techniques, throwing and catching.	Running, speed, distance, accuracy, jumping, safety, control, techniques, throwing, catching, confidence, triple jump and long jump.	Running, speed, distance, accuracy, jumping, safety, control, techniques, throwing, catching, confidence, triple jump and long jump.

INVASION GAMES - FOOTBALL				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Begin to dribble a ball making small touches.</p> <p>Begin to send a football to someone on your team.</p> <p>Keep the ball under control whilst walking and gradually towards increasing speed.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p>	<p>Dribble a ball with small touches into space.</p> <p>Send a football to someone on your team, using different parts of the foot.</p> <p>Keep the ball under control when receiving a range of passes from your 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>Dribble making small touches into space with speed.</p> <p>Send a football to someone on your team, using different parts of the 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 the 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 the team.</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 a team.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where the 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 defenders away to create space.</p>

				Position body to defend effectively, making successful interceptions.
VOCABULARY	Dribble, touches, control, speed, space, mark and defend.	Dribble, touches, control, speed, space, mark, defend, parts of the foot, receiving and interceptions.	Dribble, touches, control, speed, space, mark, defend, parts of the foot, receiving, interceptions, attack and accuracy.	Dribble, touches, control, speed, space, mark, defend, parts of the foot, receiving, interceptions, attack, accuracy, pressure and position.

INVASION GAMES - NETBALL				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Use a chest pass and shoulder pass to support their 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 games of netball to build team skills.</p>		<p>Use all three passes (chest, shoulder & bounce) correctly.</p> <p>Know which pass is best to use and when in a game.</p> <p>Use square (across the court) & straight (up & down the court) passes to achieve pace.</p> <p>Use the landing foot to change direction to lose a defender.</p> <p>Lose a defender to receive a pass.</p> <p>Draw defenders away to create space for self or team.</p> <p>Position body to defend effectively, making successful interceptions.</p>	
VOCABULARY	Chest pass, shoulder pass, scoring, decisions, bounce pass, space, target, intercept, positions and court.		Chest pass, shoulder pass, scoring, decisions, bounce pass, space, target, intercept, positions, court, square pass, straight pass, pace, defence, attack and body position.	

INVASION GAMES - BASKETBALL				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Bounce a basketball (small and large) around a certain area.</p> <p>Shoot into a basketball hoop with increasing accuracy.</p> <p>Pass the ball using a variety of passes.</p> <p>Dribble the ball around obstacles.</p> <p>Practice intercepting a pass.</p> <p>Play games of basketball to build team skills.</p>		<p>Bounce a basketball around a certain area keeping the ball under control and using both hands.</p> <p>Shoot into a basketball hoop with accuracy from a variety of distances.</p> <p>Pass the ball using a variety of passes with accuracy.</p> <p>Dribble the ball around obstacles keeping the ball under increased control.</p> <p>Practice intercepting a pass, building on knowing when to intercept.</p> <p>Play games of basketball to build team skills.</p>	
VOCABULARY	Bounce, area, shoot, hoop, accuracy, pass, dribble, obstacle and intercept.		Bounce, area, shoot, hoop, accuracy, pass, dribble, obstacle, intercept, control and distance.	

INVASION GAMES - TAG RUGBY				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Move with speed (and change of) with the ball and without.</p> <p>Use speed and space to avoid defenders.</p> <p>Know where to score a try and how to position the ball to score a try.</p> <p>Pass backwards and in both directions and sometimes on the move.</p>		<p>Be able to evade and tag opponents.</p> <p>Be able to pass and receive a pass at speed.</p> <p>Running at speed, changing direction at speed.</p> <p>Play effectively in attack and defence.</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>Score points against opposition.</p> <p>Develop tactics as a team.</p> <p>Support the player with the ball.</p>
VOCABULARY	Speed, move, defenders, space, position, try, score, backwards, directions, tag and high pop pass.	Speed, move, defenders, space, position, try, score, backwards, directions, tag, high pop pass, evade, opponents, receive, attackers and tactics.

INVASION GAMES - HOCKEY				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Sometimes change direction of travel by rotating and turning sticks to support this.</p> <p>Use a push pass to make a direct pass.</p> <p>Begin to use a slap pass (bringing the stick back and causing more power).</p> <p>Dribble the ball keeping it close to me using the correct side of the stick</p> <p>Use speed to dribble the ball into space.</p> <p>Show some signs of approaching a player to tackle and cause pressure.</p> <p>Maintain defence and keep the pressure until possession is gained.</p> <p>Attempt to score inside a designated scoring area.</p>		<p>Use speed, changing of direction and indian dribbling (alternating sides of stick while dribbling) to advance towards the team's goal.</p> <p>Choose between the two passes (push/slap) and explain simply why</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>	
VOCABULARY	Travel, direction, rotate, turn, stick, push pass, direct pass, slap pass, dribble, side of the stick, speed, approach, tackle, pressure, defence, possession and scoring area.		Travel, direction, rotate, turn, stick, push pass, direct pass, slap pass, dribble, side of the stick, speed, approach, tackle, pressure, defence, possession, scoring area, indian dribble, advance, square pass, straight pass and seize.	

STRIKING AND FIELDING GAMES - CRICKET				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<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>To develop the range of cricket skills they can apply in a competitive context.</p> <p>To choose and use a range of simple tactics in isolation and in a game context.</p> <p>Play in a match and work as a team, using tactics in order to beat another team.</p>		<p>To apply with consistency standard cricket rules in a variety of different styles of games.</p> <p>To attempt a small range of recognised shots in isolation and in competitive scenarios.</p> <p>To use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p>To recognise how some aspects of fitness apply to cricket eg. power, flexibility and cardiovascular endurance.</p> <p>Play in a match and work as a team, using tactics in order to beat another team.</p>	
VOCABULARY	Throw, catch, pressure, fielding, batting, bowling, wickets, control and backstop.		Throw, catch, pressure, fielding, batting, bowling, wickets, control and backstop, rules, shots, bowler, batter, folder, power, flexibility and tactics.	

STRIKING AND FIELDING GAMES - GOLF/ROUNDERS				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6

SKILLS	<p>Learning how to hold a golf club/rounders bat accurately.</p> <p>Learn golf/rounders terminology.</p> <p>Explore the range of golf clubs and play different strokes.</p> <p>Learning how to hit a golf ball/rounders ball safely.</p> <p>Playing team games using tri golf equipment/rounders equipment.</p>	<p>Learning how to hold a golf club/rounders bat accurately for different purposes and strokes.</p> <p>Learn golf/rounders terminology and use whilst playing golf/rounders games.</p> <p>Explore the range of golf clubs and play different strokes and improve accuracy of shots.</p> <p>Learning how to hit a golf ball/rounders ball safely.</p> <p>Play team games using tri golf equipment/rounders equipment and create your own games.</p>
VOCABULARY	Golf club, rounder bat, strokes, ball, safety and equipment.	Golf club, rounder bat, strokes, ball, safety, equipment, hold, purpose and accuracy.

NET AND WALL GAMES - TENNIS				
YEAR GROUP	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Tap the ball off the 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 the partner.</p> <p>Stand in a ready position holding the racquet correctly.</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>Begin to know what it means by a forehand and backhand position.</p> <p>Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.</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>Set the racquet back in its ready position quickly upon recovery.</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 teammates have to move to send it back.</p>	
VOCABULARY	Tap, ball, racquet, bounce, ready position, hold, technique, forehand and backhand.		Tap, ball, racquet, bounce, ready position, hold, technique, forehand, backhand, recovery, swing, serve and smooth.	