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| Invasion Games | Foundation | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
| Rules | Know that you must follow the rules | Know simple rules in PE sessions | Begin to know rules to simple ‘well known’ activities (i.e. Football, Rugby) | Know the rules and play fairly  Apply taught rules to specific games and activities  Rugby –non contact (tags)  Netball – footwork  Basketball – double dribble  Football – only kick the ball (fouls)  Hockey – flat side of stick | Know rules to follow fairly in more complex games that have multiple rules  Understand the rules that are taught to them during the PE sessions and be able to apply them in game situation (i.e. passing back in rugby)  Rugby – pass back  Netball – distance when marking  Basketball – 2 steps  Football – only kick the ball (fouls)  Hockey –ball not touch feet | Know the rules to all regular games played/that they have been taught.  Rugby – Stay on pitch with ball.  Netball – Ball not allowed to travel across all 3 thirds  Basketball – No contact rules  Football – Know rules about taking throw ins and corners  Hockey – only 1v1 tackling | Fully know rules to games played and identify similarities between new/ alternative games and games that they already know  Know the rules to games taught previously and start to recognise and apply similar rules in other games (i.e. footwork in Netball and Ultimate Frisbee)  Rugby – Know the offside rule  Netball – Advanced footwork (regrounding 2nd step when passing/ shooting)  Basketball – Travelling  Football – Know the offside rule  Hockey –penalty corner rules. |
| Finding Space | Know what a space is and how to identify if you are in one (when static)  Move into space  Move an object in space (roll a ball, spin a hoop) | Know how to find space and move into it with control  Identify where the space is and move towards it.  Be able to reassess if the space is taken. | Know how to move into space with equipment/ a purpose  Move into a specific space for a reason (to be away from other people, to score a point etc) | Know how to find space in a game to help out the team  Rugby – Stay behind player with ball  Netball – find space to be passed to  Basketball – Find space to be passed to  Football – Find space to be passed to  Hockey – Find space to be passed to | Know how to and organise the positions with the team to give opportunities to find spaces in games.  Where possible in games arrange positions on the field/court to maximise space  Rugby – Run towards spaces.  Netball – find space to be passed to  Basketball – Find space to be passed to  Football – Find space to be passed to  Hockey – Find space to be passed to | Know and be able to move away from the opposition. Stop the opposition finding space.  Explore ways of marking and stopping the oppositions attacks. Always try to find space, however well you are being marked.  Rugby – Know formations  Netball – Dodging and moving techniques  Basketball – Dodging and moving techniques  Football – Know positions on pitch for attacking and defending  Hockey – Know positions on pitch for attacking and defending | Know the impact that finding space has.  Have a larger overview of the game as a whole and understand that having your team in space creates opportunities to succeed.  Rugby – Know formations  Netball – Side on marking  Basketball – Side on marking  Football – Maintain positions to maximise space  Hockey – Maintain positions to maximise space |
| Passing (Hitting/Kicking/  Throwing) | Know how to move a ball in different ways  Rolling, Hitting and Kicking an object in different directions (in the air, along the ground, to a partner) | Know how to move a ball/object with control  Move an object in a controlled ways, keeping the object/ball under control. | Know how to pass a ball/object with accuracy  Move an object with control to a specific location/ person. | Know how to throw and catch various objects with control and accuracy. Know how to maintain possession of a ball.  Throw and catch consistently well knowing the correct techniques. In possession apply skills to keep the ball/ object.  Rugby –pass from hip, Netball – chest pass secure, Basketball – chest pass secure, Football – pass with side of foot, Hockey – pass with flat side of stick | Know how to Strike/Pass (and field) with control  Rugby – pass backwards  Netball – chest pass secure  Basketball – chest pass secure  Football – pass top of foot  Hockey – pass with correct grip | Know how to Strike/Catch/Pass a thrown/bowled/volleyed ball with accuracy and consistency  Rugby – Pass on the move to either sides  Netball – Pass to partner who is on the move  Basketball – Pass to partner who is on the move  Football – pass with both feet a ball that is moving  Hockey – pass and control a moving ball | Know the impact of an accurate pass.  Rugby – pass to partner on the move  Netball – chest pass secure  Basketball – chest pass secure  Football – pass top of foot  Hockey – pass with correct grip |
| Teamwork | Know in PE/Sport you have to work together  Work with a partner  Take turns  Basic communication | Know that games often have more than one team. Understand how to complete basic activities as a team.  Be aware of the terms opponent and teammate. | Know the difference between opponent and teammate.  Work together to develop targets for small games.  Can lead others in small games. | Know how to pass to teammates when appropriate.  Communicate with teammate  Know when to move and when to pass  Rugby – For all below, communicate position and pass the ball in the games, Netball, Basketball, Football, Hockey. | Know how to be an effective team member.  Know appropriate tactics to cause problems for the opposition.  Rugby – For all below, communicate position and pass the ball in the games  Netball, Basketball, Football, Hockey. | Know how to work alone or with team mates in order to gain points/possession.  Rugby – For all below, work as part of a team to gain points, and come up with ideas about how to win.  Netball, Basketball, Football, Hockey. | Know how to organise a team effectively in different games and different situations (e.g. attack and defence may differ) I know when to lead and when to follow.  Rugby – For all below, implement tactics as a team to attack and defend, as an individual know when something is not working and implement changes  Netball, Basketball, Football, Hockey. |
| Developing own performance | Know that you completed a task accurately | Know how you did at various activities | Know how to and set basic targets to improve own performance | Know how to and set targets based on feedback from others.  Rugby – For all below, after any ‘games’ discuss positives and what we need to do better next time  Netball, Basketball, Football, Hockey. | Know how to lead a team effectively – giving instruction how to improve  Rugby – For all below, after any ‘games’ discuss positive and what we need to do better next time  Netball, Basketball, Football, Hockey. | Know how to uphold the spirit of fair play and respect in all competitive situations  Rugby – For all below, allow children to self referee the games/activities and monitor the attitude of the players.  Netball, Basketball, Football, Hockey. | Know how to and show resilience and a positive attitude in all areas of PE, to their own performance and to the performances of others. Be a role model.  Rugby – show determination and resilience as a part of the sessions. Overcome barriers and influence others in a positive way.  Netball, Basketball, Football, Hockey. |

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| Dance | Foundation | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
| Copying/creating moves – movement to music | Know how to change speed to music  Know how to copy simple singular dance moves and repeat | Know how to move to music  Know how to copy dance moves  Move to music in a way that is relevant to the music, as well as copying moves from the teacher | Know how to change speed, rhythm and level  Changes in speed and heights reflect the style and point of the chosen song to convey feelings and a understanding of the different parts of songs | Know how to improvise freely.  Know how to create moves from a theme or stimulus  Improvise and create own moves, could be to part or all of a piece of music. | Know how to create a set of repeatable moves to a chosen piece of music  Create moves that can be repeated to the music | Know how to make moves flow, have clarity and are accurate  Ensure the moves fit with the music, the time of the music and they link easily together | Know how to add their own style to music they choose |
| Creating sequences/dances | Know how to join together learnt moves | Make up a short dance  Children create their own dance from a set of well known and rehearsed moves – this could just be 3 repeated moves or actions. | Know how to link moves together  There should be more awareness that to link moves needs a smooth transition and awareness of what moves come next. | Know how to create phrases with a partner or small group  Moving on from working as a class or individuals they will begin to create small parts of dances alongside a small group. | Know how to lead a group in a dance  Be an active member of a group and take opportunities to lead or influence a groups decisions | Know how to compose own dances in a creative way  Using examples children create their own set of movements (and in groups) that they can then perform | Know how to develop a dance sequence in a specific style  Creating more complex moves that can fit in a dance with changes of tempos, relative to the music |
| Performance | Know how to perform given moves | Know how to perform own dance moves  Show awareness that without words the moves need to be clear and expressive to convey a theme i.e. over exaggerated moves if ‘hissing like a snake’ using the arms as the tongue. | Know how to show a feeling/mood or theme  Follow the theme and convey a mood related to the music, using moves and/or facial expressions | Remember, repeat and perform phrases | Know how to use dance to convey a theme or idea | Perform to an accompaniment | Know how to plan a full performance in their chosen style, with their chosen music |

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| Gymnastics | Foundation | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
| Perform movements | Know how to maintain basic balances  Practise balances in different situations – some still and some across equipment | Know how to control body in Gymnastics  Maintain balance and control when moving across apparatus or when trying more complex still balances | Know how to create own movements from a brief  Attempt different styles of movement when given instructions ie on the floor, only using 2 body parts etc | Know how strength and flexibility improve performance  Muscle knowledge and how to use them become important as well as small ‘tricks’ such as staring at one spot when balancing | Know a wide range of shapes/ movements  Practise and improve taught movements and alter them to make them their own | Know how to create complex shapes and movements  Recap movements AND shapes taught last year. Use them as a basis for creating their own movements and applying them to sessions | Know why some shapes and more effective than others and when to use different types of moves (balances, pauses, movements)  Thinking about when shapes/moves can be used and how they would fit into their session/sequence to be most effective |
| Sequencing | Know how to copy moves that link together  Learn basic moves that can be stringed together, at the teachers command, in various orders | Know what a sequence is and copy basic sequences  Use known moves to create a simple sequence that they know the next moves for – can be linked to a theme such as animals. | Know how to create a sequence  Begin to think about the moves they are creating and deciding on the best order to have them in a sequence | Know how to adapt sequences  Thinking about how to adapt a sequence from feedback received or change in setup (i.e. addition of equipment) | Know how to create a sequence in pairs/ groups  Adapt sequences to include a partner.  Choose a partner with similar gymnastic ability. | Know how to extend sequences and add complexity  Add extra moves to a completed sequence or adapt a move to improve the sequence.  Be critical of own movements. | Know how to link sequences to other things ie music, a set theme etc.  Create a sequence built around a set theme or piece of music. Ensure Gymnastics is the key focus, not dance. |
| Balancing and Strength | Know how to hold a shape  Follow tips to help hold a shape for 3 seconds. | Know how to make a shape look strong  Point fingers and toes to show a strong looking shape.  Hold shapes still | Know how to hold a shape and show strength  Shapes must look strong with finger and toes pointed, must be still and show a use of muscles to hold the balance/ movement. | Know how core strength impacts on balances  Work on core exercises in the sessions. Core strength will allow them to hold more complex shapes for longer. | Know how core strength impacts on movement and balance  Using core strength to improve movement and balancing. Can be used for | Know how to improve balances and shapes using strength | Know how to use strength in flight  Using core strength to improve; height of jumps, quality of landings, ability to climb and swing |
| Developing own/ others performance | Know how a move should be copied  Can copy movements that match to the teachers movements | Know how to copy moves accurately  Can copy a movement but know where they have made mistakes in the movement or the direction. | Know when someone has created a sequence  Say something that they like in a person’s sequence/ movements | Know how to comment on a sequence and suggest changes  Watch a sequence and recognise where changes could be made linked to the lesson objective | Know how improve own/each others balance (with complex shapes/movements)  Looking more carefully at individual movements and ways of progressing them (technique, strength, fluency, difficulty levels) | Know how to improve upon a planned sequence – how do you make changes for the better?  What about a sequence could be improved? Looking at types of moves, links, strength and quality of performance. | Know how to match movements to a theme or music  How are moves altered to match music, how is the mood shown in the movement – is the theme clear from the type of movement. |
| Perform movements | Know how to maintain basic balances  Practise balances in different situations – some still and some across equipment | Know how to control body in Gymnastics  Maintain balance and control when moving across apparatus or when trying more complex still balances | Know how to create own movements from a brief  Attempt different styles of movement when given instructions ie on the floor, only using 2 body parts etc | Know how strength and flexibility improve performance  Muscle knowledge and how to use them become important as well as small ‘tricks’ such as staring at one spot when balancing | Know a wide range of shapes/ movements  Practise and improve taught movements and alter them to make them their own | Know how to create complex shapes and movements  Recap movements AND shapes taught last year. Use them as a basis for creating their own movements and applying them to sessions | Know why some shapes and more effective than others and when to use different types of moves (balances, pauses, movements)  Thinking about when shapes/moves can be used and how they would fit into their session/sequence to be most effective |

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| OAA | Foundation | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
| Practical Skills |  | Know how to use a simple map  Find objects on the ground that match the map.  Orientate the map in the correct direction.  Know where they are on the map at various points in a session. | Know how to locate a specific location using ‘folding’  Fold a map to only show relevant areas for the session | Know how to use a linear/line feature to track where they are on a map  This is called ‘handrailing’. They need to use a set feature that is a line that they can follow so that they will eventually reach a set location. | Know how to navigate a route – finding the best route.  Use a map to plan travel from 1 location to another – finding the best options. | Know how to use a compass and recognise all 8 of the compass points  Have an opportunity to use a compass, follow directions and have activities that allow them to travel using the 8 different compass points | Know how to use a compass alongside a map they have created |
| Problem Solving/ Decision Making |  | Know how to make choices when finding a route | Know how to solve basic problems using a map | Know what equipment choices to make for successful orienteering activities | Know how to organise a simple trail in a known location | Know how to make decisions to complete a route in the most effective/quickest way | Know how they would/what they would need to navigate and unfamiliar environment |
| Teamwork |  | Know how to complete given actions set by a teacher/peer | Know how to work in a small team | Know how to work as any size team |  |  |  |
| Evaluating performance of ourselves/others |  |  |  | Know how to make simple evaluations based on performance | Know how to improve course and challenge levels | Know how to evaluate performance on a course to improve time to complete | Know how to evaluate critically evaluate self and others performance  Evaluation of course set, routes taken and overall performance  Listen to critical feedback and make actions based around this. |

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| Athletics | Foundation | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
| Running | Know basic movement skills like being able to run and jump with control and care | Begin to explore how to run, throw, catch and jump in different ways  Explore different methods of movement, how can we throw in different ways, how can we do our highest jumps | Know how to run, throw, catch and jump competently  Continue to look at ways of moving but begin to find a consistent method that produces the best results such as how will I throw, where will my arm be, how will I stand at the start of a race, etc | Show control, accuracy and coordination in Athletic movements  Begin to make movements more controlled, arm movements are controlled in races and jumps, body movements are controlled when throwing, etc | Know how to run over a variety of distances  Much more focus on types of running, styles of running and movements based on the length of the race, setting small distance targets on longer runs, consideration of where to apply power over different distances. | Know how to control take off and landings to show accuracy | Combine athletic techniques with control and precision  For example hurdling (Run and Jump), Vortex (run and throw) etc |
| Jumping |  |  |  |  |  |  |  |
| Throwing |  |  |  |  |  |  |  |
| Developing |  |  |  |  |  |  |  |