

	Movement Skills Invasion / Tactics	Gymnastics	Ball/ Throwing Skills	Dance	Bat and Racquet Net/Wall	Athletics	Evaluating Performance	OAA / Swimming
6	Play competitive games, modified where appropriate, and apply tactics for attacking and defending (eg quick short passes and choosing best attacking route for attacking). Develop leadership skills in a team situation (enacting a strategy).	Create complex sequences that include a full range of controlled movements, including: travelling, balancing, swinging, flight, bending, stretching and twisting. Hold shapes that are strong and expressive, both individually and with a partner. Vary speed, direction and level during floor movements. Introduce flight.	Throw and catch small and large balls in game situations. Throw a wide range of equipment with increasing accuracy and control (eg javelins).	Plan and perform dances using movement patterns (incorporating changes in speed, level and shape), which are in time with music and which convey a mood or feeling.	Demonstrate a wide range of recognisable strokes accurately (eg strike a tennis ball with a racket; kick a football with power and precision). Maintain a more sustained rally with a partner	Execute movement skills with precision and accuracy in isolation and combination. Pass and receive a baton with control in a relay.	Compare performance with previous ones and demonstrate improvement to achieve their personal best. Comment effectively on the performance of others.	During the residential visit, children will take part in a range of adventurous activities (individual and as part of a team) including rock climbing, abseiling, high ropes course and orienteering.
5	Play competitive games, modified where appropriate, and apply tactics for attacking and defending (eg calling for the ball, dummy passes). Work as a team to develop a strategy to score.	Plan and perform simple sequences, exploring varying dynamics of movement including changes of speed and direction, body shapes, levels and balances (individually /partner, on mats and on apparatus).	Throw and catch small and large balls in game situations. Throw a wider range of equipment with increasing accuracy and control (eg javelins).	Plan and perform dances using movement patterns (incorporating changes in speed, level and shape), which are in time with music and which convey a mood or feeling.	Demonstrate a wide range of recognisable strokes accurately (eg strike a tennis ball with a racket; kick a football with power and precision). Maintain a short rally with a partner.	Execute movement skills with precision and accuracy in isolation and combination. Pass and receive a baton with increasing control.	Compare performance with previous ones and plan how they could make improvements (eg to a dance routine); then try out the changes.	Swim competently, confidently and proficiently over a distance of 25m. Use a range of strokes. Perform safe self rescue in different water based situations.
4	Play a range of team games which allow children to apply a wider range of tactics (eg finding available space before calling). Work as a team to score goals/points.	Plan and perform simple sequences, exploring varying dynamics of movement including changes of speed and direction, body shapes, levels and balances (both individually and with a partner).	Apply throwing skills to game situations (eg bowling underarm). Develop accuracy when catching small and large balls from longer distances.	Perform dances using movement patterns (incorporating changes in speed, level and shape), which are in time with music and which convey a mood or feeling.	Demonstrate a wider range of recognisable strokes accurately (eg strike a badminton shuttlecock using forehand and backhand strokes; strike a ball with a cricket to a target).	Run, jump, land and stop in isolation and with power and speed for distance and accuracy. Confidently apply skills in combination (eg standing triple jump).	Compare the performances of others by saying what they did well and how they could improve.	
3	Play a range of team games which allow children to apply simple tactics (eg moving to space and calling for the ball). Work as a team to score goals/points.	Perform simple sequences, exploring varying dynamics of movement including changes of speed and direction, body shapes, levels and balances (both individually/ partner, on mats).	Develop throwing small balls overarm & underarm and large balls from chest/ and knees. Develop accuracy when catching small/ large balls from short distances.	Perform dances using simple movement patterns (incorporating changes in speed, level and shape), which are in time with music.	Demonstrate recognisable strokes (eg a forehand in tennis). Hit targets with increasing accuracy and distance.	Link athletic skills together in more complex patterns (eg run, jump, stop, hop to a run). Be able to change direction and speed to navigate around an object/person.	Compare performance with previous ones by saying what they did well and how they could improve.	
2	Participate in simple team games, developing simple tactics for attacking and defending (eg moving into position to attack, marking to defend). Work as a team to score points	Balance on different parts of the body on mats and on a range of apparatus. Apply travel and balance in different activity contexts (eg jump from a platform and land steadily with bent knees, holding the balance for 3s).	Master basic movements for throwing and catching both small and large balls: - How to chest throw (short and long). - How to throw under arm. - How to hold hands open ready to catch.	Perform dances using simple movement patterns. Adapt movements to show changes to speed, level and shape, to convey a mood or feeling (eg fast movements for excited).	Perform stick-eye, hand-eye and foot-eye travel and balance with control. Strike balls with increasing accuracy and with two hands (eg cricket bat). Hit targets with increasing accuracy.	Link athletic skills together in combination (eg running and jumping, jumping and turning). Adapt movements to show changes to speed and direction.	Explore how exercise changes heart rate.	
1	Use the terms: - Team mate - Opponent Play as part of a team by passing to team mates and calling to team mates.	Variety of jumps in isolation (2-2, 1-2, 2-1 feet, hop and leap). Travel rhythmically in different ways (gallop, hop, run skip). Land, stop with control. Perform different shapes of the body - balance.	Develop basic throws and catches of large balls: - Throwing from chest (short and long). - Holding hands open ready to catch.	Sequence simple movements. I I can begin to perform learnt skills with some control.	Strike balls of all sizes using a single hand (eg using open hand or racket).	Run with confidence and coordination, having control over speed and direction.	Explore how they feel and how their breathing changes during and after exercise.	
R	- To develop my balance (static & dynamic) - To experiment with different ways of moving (hopping, jumping, leaping) - To negotiate space successfully; adjusting speed and changing direction (dodge)	- To develop my gymnastic floor movement and shapes - To develop my climbing and Apparatus Skills - To develop my movement and balance on the Bench - To develop my mounting, jumping and landing Vault	- To develop my control of an object when catching - To develop my control of an object when throwing and catching - To develop my control of an object when kicking and stopping	- To compose a short dance, by linking movements, with a beginning and an ending; - To experiment with different ways of moving by varying the dynamics, relationships or space; - To remember and perform short movement patterns in response to a stimulus	- To develop my control of an object when catching - To develop my control of an object when throwing and catching - To develop my control of an object when striking for power or accuracy	- To negotiate space when racing others and adjust my speed - To experiment with different ways of moving (jumping) - To increase my control over an object (throwing, pushing)	Explore how they feel during and after exercise. To give and listen to feedback to others about their likes and dislikes and respond positively	
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