

	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	<p><b>Games</b></p> <p>Can stop, start and find space</p> <p>Can play games individually and in a small team</p> <p>Can use balls in a variety of games</p>	<p><b>Games – Locomotion and stop/start activities</b></p> <p>Beginning to move in a range of ways (e.g. run, skip, hop)</p> <p>Beginning to use space safely and aware of others</p> <p>Beginning to move with more balance and coordination e.g. can side step, beginning to alternate arms</p> <p>Throw an object at a target.</p>	<p><b>Games Throwing, Catching &amp; Aiming Bouncing &amp; Dribbling games</b></p> <p>Stop and start in safe spaces. Beginning to use space in a game</p> <p>Show control and co-ordination when dribbling a ball with hands and having ball at feet.</p> <p>Show control and accuracy when rolling a ball, throwing and aiming</p> <p>Copy a variety of actions and say why it is good (e.g. aim, focus and ready to throw position)</p> <p>Performs various throwing techniques, using a beanbag.</p> <p>Can get into good positions and aim at targets</p>	<p><b>Games: Sending &amp; Receiving Creating &amp; Inventing</b></p> <p>Becoming increasingly aware of finding the space to use a game and why it is important</p> <p>Perform a range of skills with control i.e. rolling, throwing, striking, kicking, catching, and apply these skills into game situations.</p> <p>Successfully send and receive a pass with hands and feet</p> <p>React to situations in a game to track and receive a ball.</p> <p>Can make up a game using games equipment</p>	<p><b>Invasion Games: Football</b></p> <p>Use a range of football skills to help keep possession and control of the ball</p> <p>Pass, receive and dribble the ball, keeping control consistently</p> <p>Knows how to use space in a game of football</p> <p>Beginning to understand the concept of possession in a game</p> <p>Communicate with others during and after game situations.</p> <p>Beginning to understand how to compete with each other with positive sporting attitudes.</p>	<p><b>Invasion Games: Netball and Hockey</b></p> <p>Play with greater speed and flow in netball and hockey</p> <p>Show a range of techniques when passing, e.g. high, low, bounced, fast, slow</p> <p>Beginning to apply basic skills for attacking and defending.</p> <p>Beginning use a range of tactics to keep possession of the ball e.g. pivot and the type of pass being used</p> <p>Make up suitable warm-up activities for the games being played</p>	<p><b>Invasion Games: Basketball and Tag Rugby</b></p> <p>Change direction and speed when dribbling the ball</p> <p>Perform a variety of skills with control, accuracy and confidence</p> <p>Consistently apply skills for attacking and defending and choose skills to meet the needs of the situation (e.g. attacking a defender with space behind them)</p> <p>Use a variety of tactics to keep the ball under pressure e.g. changing speed and direction</p> <p>Can look for specific things (e.g. possession, skills, defence/attack) in a game and explain how well they are being done</p> <p>Keep and use rules given</p>	<p><b>Invasion Games: Football and basketball</b></p> <p>Combine and perform skills with control, accuracy and confidence and adapt them to meet the needs of the situation</p> <p>Understanding when to pass or dribble, so that the team keeps possession and makes progress towards goal/basket</p> <p>Organise their team to think of ideas (tactics/formations) to be more successful</p> <p>Recognise and describe the best points in an individual's and a team's performance</p> <p>Can officiate own football and basketball games</p>
						<p><b>Striking &amp; Fielding Games: Cricket</b></p> <p>Use a range of skills with increasing control (e.g. batting stance, fielding which includes basics of throwing and catching)</p> <p>Bowl underarm</p> <p>Understand their position when fielding and when to return the ball (e.g. multiple children not chasing after the same ball)</p>	<p><b>Striking &amp; Fielding Games: Cricket</b></p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Make the game harder for opponents with batting or throwing skills</p> <p>Bowl underarm with accuracy</p> <p>Catching the ball successfully at distance (up to 10m)</p>	<p><b>Striking &amp; Fielding Games: Cricket</b></p> <p>Direct the ball away from fielders, using different angles and speeds (e.g. hook shot, straight drive and cut)</p> <p>Strike the ball from both sides of the body</p> <p>Bowl over arm and underarm with a focus on line and length</p> <p>Outwit the opposition individually or as a pair, when batting, bowling and fielding</p> <p>Catching the ball successfully at different distances (e.g. balls thrown quickly over shorts distances and over longer distances)</p>

<p><b>Games continued</b></p>					<p><b>Net Games – Tennis</b></p> <p>Vary the speed and direction of the ball</p> <p>Choose good places to stand in a ready to receive position</p> <p>Describe what is successful in own and others' play</p>		<p><b>Net Games – Tennis</b></p> <p>Direct the ball well towards opponent's court or target area</p> <p>Show good backswing, follow through and feet positioning</p>	<p><b>Net Games – Tennis</b></p> <p>Use right and left side hand and foot movements in combination (linked with forehand &amp; backhand actions)</p> <p>Demonstrate a basic overarm serve and return of serve technique</p> <p>Develop a volley action and apply it in a game</p> <p>Work well with a partner and adapt play to suit their own and others' strengths</p>
<p><b>Athletics</b></p>	<p>Basic running action and throwing actions are developed through games</p>	<p>Run in different way for a variety of purposes (directions, pathways and ready to run position)</p> <p>Run and stop with control</p> <p>Jump and hop with bent knees landing safely</p> <p>Throw larger balls and beanbags at a target</p>	<p>Run at different speeds continuously and show the different body mechanics involved in different types of running (e.g. jog , sprint – head, hips, core)</p> <p>Jump, Leap, Hop and choosing which allows to jump furthest</p> <p>Can throw towards a target underarm and overarm</p>	<p>Use different techniques, speeds and effort to meet challenges when running (e.g. within a timed tagging game)</p> <p>Develop stamina when running up to 60 seconds (e.g. end to end challenge)</p> <p>Use different techniques, speeds and effort to meet challenges e.g. jump selection</p> <p>Use different techniques, speeds and effort to meet challenges e.g. throwing accuracy/distance</p>	<p>When running at different speeds can coordinate their body consistently and smoothly (e.g. round the track jog to print)</p> <p>Have a consistent sprinting technique (e.g. ready to run position and run phases)</p> <p>Develop stamina over longer distance with a time target (3 lap challenge)</p> <p>Demonstrate different combinations of jumps with control, coordination and consistency e.g. Hop, Step and Jump</p> <p>Show increasing power and control in different types of jumps using the jump trigger sequence e.g. Two feet to two feet, Two feet to one foot, One foot to two feet and One foot to other foot</p> <p>Use the technique for a pull throw using a selection of equipment keeping accuracy (e.g. can keep the throw within a target area)</p>	<p>Show a variety of running techniques for power in other athletics events and components (e.g. jump and throw)</p> <p>Continue to develop stamina and sustain pace over longer distances with a time target (3 lap challenge)</p> <p>Develop technique when jumping for distance.</p> <p>Develop technique &amp; show control consistency when jumping for distance/ height in a range of approaches and take off positions</p> <p>Use power and good technique when throwing for distance in a pull and heave throw</p>	<p>Take part in a relay event</p> <p>Apply fluency and co-ordination when running for speed in relay changeovers e.g. Visual and Blind handoffs</p> <p>More consistent with stamina and pace over distances (long and short).</p> <p>Begin to perform a range of more complex jumps using the Triple jump and Standing Long Jump technique</p> <p>Demonstrate accuracy &amp; confidence when developing technique and power in javelin and shot put, using the Push and Pull throw technique</p>	<p>Demonstrate a clear understanding of pace and use it to develop their own and others running technique (e.g. sprinting)</p> <p>Develop power, control, rhythm and technique in the standing long jump and triple jump</p> <p>Develop power, control when throwing using the pull, push and sling technique (e.g. Hammer motion)</p>

<p style="text-align: center;"><b>Gymnastics</b></p>	<p>Explore Floor and apparatus using the body</p> <p>Perform actions with some balance and coordination</p>	<p>Make shapes with their bodies (such as long, wide and short shapes), according to commands.</p> <p>Begin to balance with control</p> <p>Travel in different ways. Take body weight on my hands for short periods of time</p> <p>Create a short sequence of movement's e.g. Move around, under, over, and through different objects and equipment.</p> <p>Explore jumping safely</p>	<p>Show different gymnastics floor shapes (e.g. Tuck, Pike, Straight, Star)</p> <p>Perform balances making my body tense, stretched and curled e.g. Front support, Back support</p> <p>Perform all gymnastic actions (e.g. rolling, travelling, rolling, jumping and climbing on apparatus and stay still when they need to (balance)</p> <p>Create and repeat sequences of gymnastic actions with control and accuracy</p> <p>Use basic jumping and landing techniques over blocks and balance on and off beams</p> <p>Can carry and place appropriate apparatus safely, with guidance.</p>	<p>Perform body shapes and balances with control and precision (e.g. hold the shape/stillness)</p> <p>Create and perform combinations of gymnastic balances dynamic and still e.g. Arabesque and T,Y,I,L</p> <p>Take body weight on different body parts with and without apparatus</p> <p>Developing the strength and co-ordination skills required to perform a forward roll</p> <p>Can use floor and apparatus to create, repeat and perform a short sequence in which there is a clear beginning, middle and end. Introducing start and finish positions</p> <p>Show quality jumping (e.g. controlled) and safe landing techniques (e.g. landing on 2 feet)</p> <p>Can recognise and avoid risks when handling and placing apparatus independently</p>	<p>Find places to perform gymnastic shapes on the apparatus individually and in a pair</p> <p>Explore matching and contrasting shapes with increased flexibility and extension</p> <p>Hold Point balances and transition smoothly into and out of them.</p> <p>Create a sequence to show different levels, speeds or directions e.g. Forward Roll into Shapes or Jumps (linking actions together)</p> <p>Improve actions or short sequences with practise and improve the quality of the actions and transitions (e.g. control, accuracy and fluency of movement)</p>	<p>Can modify shapes (e.g. use the shape and showcase it in different ways</p> <p>Perform combinations of actions that show clear differences between levels and direction e.g. Forward roll into Jump or Cartwheel into Balance</p> <p>Develop and refine body management during take-off and landing using the trigger sequence: Lift, Bend, Arms, Swing</p> <p>Perform a take-off with fluency, using increasing control and accuracy e.g. Pin, Tuck, Star, Half turn, Full turn</p>	<p>Perform shapes consistently and fluently with control and balance and link with other gymnastic actions e.g. Tuck shape and straddle lever</p> <p>Perform travelling actions and Rolls/tumbles from high/low apparatus to mats as part of a sequence with control and balance</p> <p>Perform a take-off with fluency using control, balance and accuracy as part of a sequence</p>	<p>Demonstrate different counter balances with a partner using Counter Balance and Counter Tension which includes shapes and balances</p> <p>Combine and perform complex balances with technique, control and fluency e.g. Bridge, Side Support, Handstand with a partner or in a small group balance</p> <p>Increase the length of sequence work with a partner and in a group</p> <p>Sequences show consistency, fluency and clarity of movement and demonstrate key gymnastics actions (e.g. flight, complex balances)</p>
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<p style="text-align: center;"><b>Dance</b></p>	<p>Explore patterns of movements which are related to music and rhythm.</p>	<p>Explore and copy basic body actions and rhythms.</p> <p>Use a variety of moves that change speed and direction.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Use different actions to show weather and seasons.</p> <p>Copy and improve simple movements from others and explore those movements e.g. Ice dance, Barn dance &amp; sea side</p> <p>Beginning to talk about dance and link movement to moods, ideas and feelings</p>	<p>Explore actions in response to different sounds and tasks that animals have to complete</p> <p>Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness.</p> <p>Can talk about the difference dances they have performed and how each stimulus created a different feeling and mood (e.g. weather dance created different feeling than a barn dance for an audience)</p>	<p>Perform a short dance phrase with expression with the stimulus of light and shadow.</p> <p>Beginning to improvise with a partner to create a simple dance using dance action cards.</p> <p>Use a range of expressive language to describe the ingredients for dance (e.g. actions, dynamics, space and relationships)</p> <p><i>Y3 link with London Children's Ballet - visit</i></p>	<p>Use a range of dance techniques to create a movement sequence influenced by the water cycle (e.g. Locomotor, Non-Locomotor, Isolation &amp; Retrograde)</p> <p>Use narrative ideas and respond through movement (e.g. mirroring and reacting to commands from rap water cycle)</p> <p>Describe and interpret dance movements using appropriate of vocabulary</p> <p>Suggest how a dance performance can be improved for the audience</p>	<p>Perform specific movement patterns for different dance styles with accuracy (e.g. South American and Salsa – focus on twists, pus and pull)</p> <p>Apply and perform a broad range of movements with accuracy and timing</p> <p>Use more complex dance vocabulary to compare and improve work e.g. Patterns, figures, variations</p>	<p>Moves appropriately and with the required style in relation to the stimulus (e.g. Lindy Hop WW2 - focus on Lindy Hop lifts, Titanic, Cradle, Back to back and Rock step)</p> <p>Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship with an understanding of how these improve the experience for the audience and performer</p>

<p style="text-align: center;"><b>Outdoor adventurous activities</b></p>				<p>In Y3 pupils begin their life skills lessons which include trust activities and problem solving <i>(see life skills progression and planning)</i></p>	<p>Uses simple maps and map symbols within the school context.</p> <p>Choose and apply strategies to solve problems with support (see life skills)</p> <p>Identify what was completed well and changes that could improve our performance</p> <p>Show resilience through trust and challenge activities</p>	<p>Use and interpret a variety of maps with a range of symbols in a known local area (Grange Park)</p> <p>Able to orienteer successfully in known environments</p> <p>Demonstrates an understanding of how to stay safe and keep others safe</p> <p>Choose and apply strategies to solve problems with others.</p> <p>Work with a partner or as part of a team to plan strategies to meet a range of different physical challenges (see life skills)</p>	<p>Use and interpret a variety of maps and symbols in a wider unknown area (Hampstead Heath Orienteering Competition against other schools)</p> <p>Able to orienteer successfully in unknown environments</p> <p>Know how to prepare physically, organise myself and others in order to be safe, efficient and manage risk</p> <p>Devise, choose and apply a range of strategies to solve problems collaboratively. (see life skills)</p>	<p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p>

Swimming					<p><b>Red (water safe)</b></p> <p><b>Distance Swimming</b> Swim unaided for 5m using recognised arm &amp; leg actions; competently, confidently and consistently</p> <p><b>Stroke Development</b> Swim for 5m on 3 of the following stroke (with buoyancy aids) front paddle, back paddle, basic breast stroke and butterfly leg kick</p> <p><b>Water Safety</b> Enter the water safely and submerge face underwater</p> <p>Float on back for 10 seconds, moving into a standing position (can use aids)</p> <p>Tread water for 10 seconds using buoyancy aids in 1.2m depth</p> <p>Perform basic shout and signal &amp; signal rescue from pool side</p>	<p><b>Amber (water confident)</b></p> <p><b>Distance Swimming</b> Swim unaided for 10m using recognised arm &amp; leg actions; competently, confidently and consistently</p> <p><b>Stroke Development</b> Swim for 5m on 3 of the following stroke (without buoyancy aids) front paddle, back paddle, basic breast stroke and butterfly leg kick</p> <p><b>Water Safety</b> Jump in from poolside, submerge and rise to the surface (1m depth)</p> <p>Float on back without aids for 10 seconds, moving into a standing position</p> <p>Tread water in deep water without using buoyancy aids for 15 seconds</p> <p>Perform a shout and signal rescue using buoyancy aids for 15 seconds</p> <p>Exit water safely without using steps (1m minimum depth)</p>	<p><b>Green (water proofed)</b></p> <p><b>Distance Swimming</b> Swim unaided for 25m using recognised arm &amp; leg actions; competently, confidently and consistently</p> <p><b>Stroke Development</b> Swim for 10m on 3 of the following stroke (without buoyancy aids) crawl, back stroke, breast stroke and butterfly leg kick</p> <p><b>Water Safety</b> Jump in from poolside, submerge and rise to the surface (1.5m depth)</p> <p>Float on back without aids for 20 seconds in deep water, then swim back to the wall (RLNI float to live)</p> <p>Tread water in deep water without using buoyancy aids for 30 seconds</p> <p>Perform a shout and signal rescue (unaided) for 30 seconds</p> <p>Exit water safely without using steps in deep water (1.2m minimum depth)</p>	