

# Dance

<b>National Curriculum Aims</b>		
The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>		
<b>National Curriculum:</b>		
<b>Key Stage 1</b>	<b>Key Stage 2</b>	
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	
<b>Objectives:</b>		
<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
Be able to link and perform a series of movements based on an imaginary character; Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination;	Know and understand how to maximise personalities by making powerful face and body movement changes; Become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination;	Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement; Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work;

Learning outcome					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform basic body actions;</p> <p>Use different parts of the body singly and in combination;</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</p> <p>Choose appropriate movements for different dance ideas;</p> <p>Remember and repeat short dance phrases and simple dances;</p> <p>Move with control;</p> <p>Vary the way they use space;</p> <p>Describe basic body actions and simple expressive</p>	<p>Perform body actions with control and coordination;</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</p> <p>Link actions;</p> <p>Remember and repeat dance phrases;</p> <p>Perform short dances, showing an understanding of expressive qualities;</p> <p>Describe how dancing affects their body;</p> <p>Know why it is important to be active;</p> <p>Suggest ways they could improve their work;</p> <p>Be able to link and perform a series of movements based on imaginary characters</p>	<p>Improvise freely, translating ideas from a stimulus into movement;</p> <p>Create dance phrases that communicate ideas;</p> <p>Share and create dance phrases with a partner and in a small group;</p> <p>Repeat, remember and perform these phrases in a dance;</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control;</p> <p>Understand the importance of warming up and cooling down;</p> <p>Recognise and talk about the movements used and the expressive qualities of dance;</p> <p>Suggest improvements to their own and other people's dances</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative;</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</p> <p>Refine, repeat and remember dance phrases and dances;</p> <p>Perform dances clearly and fluently;</p> <p>Show sensitivity to the dance idea and the accompaniment;</p> <p>Show a clear understanding of how to warm up and cool down safely</p> <p>Describe, interpret and evaluate dance, using appropriate language</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups;</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</p> <p>Perform different styles of dance clearly and fluently;</p> <p>Organise their own warmup and cool-down exercises;</p> <p>Show an understanding of safe exercising;</p> <p>Recognise and comment on dances, showing an understanding of style;</p> <p>Suggest ways to improve their own and other people's work</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</p> <p>Perform to an accompaniment expressively and sensitively;</p> <p>Perform dances fluently and with control;</p> <p>Warm up and cool down independently;</p> <p>Understand how dance helps to keep them healthy;</p> <p>Use appropriate criteria to evaluate and refine their own and others' work; appropriate language and terminology</p>

# Invasion Games

National Curriculum Aims		
The national curriculum for physical education aims to ensure that all pupils:		
<ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>		
National Curriculum:		
Key Stage 1	Key Stage 2	
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	
Objectives:		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Continue to develop fundamental movement skills and become increasingly confident and competent;</p> <p>Apply a broader range of skills, learning how to use them in different ways</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other.</p>	<p>Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement;</p> <p>Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p> <p>Further develop and understand resilience and fairness in sports.</p>

Learning outcome
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Throw and catch with control to keep possession and score 'goals';</p> <p>Pass and dribble with control without opponent;</p> <p>Be able to bounce the ball in the direction of a target;</p> <p>Know and use rules fairly to keep games going;</p> <p>Say when a player has moved to help others; apply this knowledge to their own play</p> <p>Suggest warm-up activities;</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p> <p>Pass and dribble with control under pressure;</p> <p>Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score;</p> <p>Know the rules of the games;</p> <p>Understand that they need to defend as well as attack;</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games; Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p>	<p>Pass, dribble and shoot with control in games;</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</p> <p>Identify tactics that present opportunities to score goals</p> <p>Mark opponents and help each other in defence;</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better</p> <p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe; Be able to attempt to intercept</p> <p>Be able to participate in small sided game e.g. 5 aside</p> <p>Understand the need</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games;</p> <p>Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence;</p> <p>Play effectively as part of a team;</p> <p>Know what position they are playing in and how to contribute when attacking and defending;</p> <p>Recognise their own and others' strengths and weaknesses in games;</p> <p>Suggest ideas that will improve performance</p> <p>Be able to describe an attacking position and a defending position within a game situation;</p> <p>Know and understand positions that help attacking and</p>

			<p>Be able to move to the correct position in order to attempt to score;</p> <p>Lead a partner through short warm-up routines;</p>	<p>for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warmup activities;</p>	<p>defending positions within a game;</p> <p>Understand the importance of warming up and cooling down;</p>
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## Striking and fielding games

National Curriculum Aims		
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>		
National Curriculum:		
Key Stage 1	Key Stage 2	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	
Objectives:		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2

	<p>Apply and develop a broader range of skills, learning how to use them in different ways;</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoying communicating and collaborating and competing with each other;</p> <p>Start to develop and understand how to improve, and learn to evaluate and recognise their own success;</p>	<p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To know and understand the tactics in a range of striking and fielding games. E.g. in cricket multiple fielders attempt to stop the batter's play;</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways;</p> <p>Be able to engage in competitive and cooperative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating and competing with each other;</p>
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Learning outcome

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy;</p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To understand the need for tactics;</p> <p>To be able to pass and catch within pairs;</p>	<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy;</p> <p>Choose and vary skills and tactics to suit the situation in a game;</p> <p>Carry out tactics successfully;</p> <p>To be able to pass and catch within a small team;</p>	<p>Strike a bowled ball with some accuracy; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency;</p> <p>Work collaboratively in pairs, group activities and small-sided games;</p> <p>Use and apply the basic rules consistently and fairly;</p> <p>Recognise the activities and</p>	<p>Strike a bowled ball with precision ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency;</p> <p>Continue to work collaboratively in pairs, group activities and small-sided games;</p> <p>Continue to use and apply the basic rules consistently and fairly;</p> <p>Understand and implement a range of</p>

		<p>Know and understand rules of the game;</p> <p>Set up small games;</p> <p>Explain what they need to do to get ready to play games;</p> <p>Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running further distances;</p> <p>Suggest warm-up activities;</p>	<p>Know rules and use them fairly to keep games going;</p> <p>Carry out warm ups with care and an awareness of what is happening to their bodies;</p> <p>Describe what they and others do that is successful;</p> <p>Be able to bat and run to distance bases;</p> <p>Lead a partner through short warm-up routines;</p>	<p>exercises that need including in a warm up;</p> <p>Identify their own strengths and suggest practices to help them improve;</p> <p>Know and understand how to score points;</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p> <p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p> <p>Understand the need for warming up and working on</p>	<p>tactics in games with success;</p> <p>Deliver a specific warm up to a small group of peers;</p> <p>Identify their own and others strengths and suggest practices to help them improve;</p> <p>Understand the importance of warming up and cooling down;</p>
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# Athletics

<b>National Curriculum Aims</b>		
The national curriculum for physical education aims to ensure that all pupils:		
<ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>		
<b>National Curriculum:</b>		
<b>Key Stage 1</b>	<b>Key Stage 2</b>	
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	
<b>Objectives:</b>		
<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;	Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination	Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success

Learning outcome					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be able to evaluate their performance using time;</p> <p>Know and understand quicker and slower ways of travelling;</p> <p>Develop fundamental movement skills. E.g. hopping, skipping...;</p>	<p>Be able to attempt a variety of throwing techniques in order to improve accuracy;</p> <p>Know and understand how the position of the body affects throwing performance;</p> <p>Develop fundamental movement skills,</p>	<p>Run at fast, medium and slow speeds, changing speed and direction;</p> <p>Be able to run, jump and throw using a variety of techniques</p> <p>Know and understand how altering the movement of any</p>	<p>Link running and jumping activities with some fluency, control and consistency;</p> <p>Make up and repeat a short sequence of linked jumps;</p> <p>Take part in a relay activity, remembering</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods;</p> <p>Know and demonstrate a range of throwing techniques;</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;</p> <p>Show control at take-off in jumping activities;</p>

<p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p>	<p>becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p> <p>Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps</p> <p>Know and understand how different jumping techniques affect distance travelled;</p>	<p>parts of the body during performance affects end results</p> <p>Learn to use skills in different ways and link them to make actions</p> <p>Develop an understanding of how to improve in different physical activities</p>	<p>when to run and what to do;</p> <p>Throw a variety of objects, changing their action for accuracy and distance;</p> <p>Recognize when their heart rate, temperature and breathing rate have changed</p>	<p>Throw with some accuracy and power into a target area;</p> <p>Perform a range of jumps, showing consistent technique and sometimes using a short run-up;</p> <p>Play different roles in small groups;</p> <p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p>	<p>Show accuracy and good technique when throwing for distance;</p> <p>Organise and manage an athletic event well;</p> <p>Understand how stamina and power help people to perform well in different athletic activities;</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria</p>
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## Gymnastics

National Curriculum Aims	
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>	
National Curriculum:	
Key Stage 1	Key Stage 2

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.		Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	
Objectives:			
<b>Key Stage 1</b>		<b>Lower Key Stage 2</b>	
Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.		Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement	
		<b>Upper Key Stage 2</b>	
		Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements;	

Learning outcome					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p>

<p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>	<p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.</p>	<p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
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## Outdoor/adventurous activities

National Curriculum Aims
The national curriculum for physical education aims to ensure that all pupils:
<ul style="list-style-type: none"><li>• develop competence to excel in a broad range of physical activities</li></ul>

- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

National Curriculum:

**Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

**Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Objectives:

**Key Stage 1**

**Lower Key Stage 2**

**Upper Key Stage 2**

Enjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations;  
  
Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success;

Continue to apply and develop a broader range of skills, learning how to use them in different ways;  
  
Enjoy communicating, collaborating and competing with each other.

Learning outcome

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

			<p>Identify where they are by using simple plans and diagrams of familiar environments;</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another;</p> <p>Respond to a challenge or problem they are set;</p> <p>Begin to work and behave safely;</p> <p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems;</p> <p>Recognise that different tasks make their body work in different ways;</p> <p>Comment on how they went about tackling tasks</p> <p>Be able to devise different methods of communication;</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course;</p> <p>Start to plan sensible responses to physical challenges or problems, talking and working with others in their group;</p> <p>Recognise some of the physical demands that activities make on them;</p> <p>Identify parts of the work that were successful;</p> <p>Respond to feedback on how to go about their work differently</p> <p>Respond to feedback on how to go about their work differently</p> <p>Work on some tasks independently</p> <p>Complete activities with increasing confidence</p>	<p>Choose and perform skills and strategies effectively;</p> <p>Find solutions to problems and challenges;</p> <p>Respond when the task or environment changes and the challenge increases;</p> <p>Plan, implement and refine the strategies they use;</p> <p>Adapt the strategies as necessary;</p> <p>Work increasingly well in a group or in a team where roles and responsibilities are understood;</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety; I</p> <p>Identify what they do well, as individuals and as a group;</p> <p>Suggest ways to improve individuals and as a group</p>
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			Comment on how they went about tackling tasks		Work independently Complete activities with confidence and competence
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## (Fundamental) Games

National Curriculum Aims
The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

National Curriculum:

**Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

**Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Objectives:

**Key Stage 1**

Develop fundamental movement skills, becoming increasingly competent and confident;

Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;

Engage in competitive and cooperative physical activities in a range of increasingly challenging situations

**Lower Key Stage 2**

**Upper Key Stage 2**

Learning outcome

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

<p>Use basic underarm, rolling and hitting skills;</p> <p>Sometimes use overarm skills e.g. throwing a bean bag; Intercept, retrieve and stop a beanbag and a medium - sized ball with some consistency;</p> <p>Sometimes catch a beanbag and a medium -sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and kick a ball in a variety of ways, depending on The needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p> <p>Decide where to stand to make it difficult for their opponent and to understand the term defend;</p>	<p>Show awareness of opponents and team - mates when playing games;</p> <p>Perform basic skills of rolling, striking and kicking with more confidence;</p> <p>Apply these skills in a variety of simple games;</p> <p>Be able to throw and catch a ball with a team member;</p> <p>Know and understand the term intercept;</p> <p>Make choices about appropriate targets, space and equipment;</p> <p>Use a variety of simple tactics;</p> <p>Describe how their bodies work and feel when playing games; Work well with a partner and in a small group to improve their skills;</p> <p>Be able to catch a moving ball</p> <p>Know and understand the term 'feed</p>				
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