



**KNOWLEDGE**

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Fundamental movements</b>	<p>How to play by rules</p> <p>Know what a jump is</p> <p>Know how to dodge</p> <p>Know how to gallop</p>	<p>Share equipment and take turns.</p> <p>Run around with my head up.</p> <p>Know which parts of my body help me with balancing.</p> <p>Recognise some effects of exercise on my body.</p>	<p>Use arms to help with hopping.</p> <p>To glance periodically over both shoulders when travelling backwards.</p> <p>To make a W shape when I want to receive a catch.</p> <p>Travel around the space being aware of others.</p> <p>When kicking from the ground, children need to put standing foot adjacent to the ball.</p>	<p>Fundamental movement skills from KS1 are built upon through a range of athletics and games based units.</p>			

<p><b>Dance</b></p>	<p>Know that we need to look forward to safely move around space</p> <p>use words to help create movements with the help of a teacher</p> <p>How to turn what i see into ways of moving</p>	<p>Contribute simple key words to an age appropriate theme related mind map.</p> <p>Translate ideas into simple theme related shapes, movements, actions.</p> <p>Understand the need to look forwards to safely move around in space.</p>	<p>Turn what I see into ways of moving.</p> <p>How to listen to other people's ideas and vocalise my own thoughts.</p> <p>Understand that we need to control our speed to ensure safety.</p> <p>Use simple technical language to give constructive and useful feedback.</p>	<p>How to translate theme related actions into travelling movements.</p> <p>How to contribute key words to a theme related mind map.</p> <p>How to listen to others and share my own ideas.</p>	<p>How to translate images into actions to communicate meaning</p> <p>How to listen to others and share my own ideas.</p> <p>How to use canon, formation changes, direction and level to improve our ideas</p> <p>How to recognise good timing, execution and performance skills</p>	<p>How to contribute key words to a theme related mind map</p> <p>How to translate words/ideas into actions and combine together</p> <p>How to use chance choreography to create a sequence</p> <p>How to listen to other people's ideas and vocalise my own thoughts</p>	<p>How to translate theme related actions into travelling movements</p> <p>How to translate images into actions to communicate meaning</p> <p>How to use canon, formation changes, direction and level to improve our ideas</p> <p>How to recognise good timing, execution and performance skills</p>
<p><b>Gymnastics</b></p>	<p>To bend my legs when landing.</p> <p>That there are lots of different ways of jumping.</p> <p>How to share space and take turns</p>	<p>How to start and finish a sequence.</p> <p>How to work with a partner in different formations.</p> <p>What Points are.</p>	<p>To take off from one foot and then spring from two into a jump.</p> <p>How to land safely.</p> <p>What a zig zag pathway is.</p>	<p>What symmetrical and symmetrical shapes look like.</p> <p>How to use feedback to improve my sequencing work.</p>	<p>To use the floor space imaginatively as well as the apparatus</p> <p>Different ways of supporting myself in shoulder balances</p>	<p>How to perform an Arabesque</p> <p>To use gymnastic terminology in my feedback</p> <p>How to mirror, and in unison with my partner.</p>	<p>How to mount and dismount the apparatus safely.</p> <p>A variety of shapes in the air</p> <p>How to use apparatus as part of my jumping</p>

	<p>Know what a half turn is</p> <p>How to jump on and off apparatus safely</p>	<p>Different ways of changing direction.</p> <p>How to start linking my moves.</p> <p>How to mount and dismount apparatus imaginatively and safely.</p>	<p>What a curved pathway is.</p> <p>What mirroring is.</p> <p>How to perform in synchrony with a partner.</p> <p>What a curled shape looks like.</p> <p>How to form arches with my body.</p> <p>A range of different types of jumps and which are stretched and which are curled.</p>	<p>The importance of working with control and good transitions between movements.</p> <p>Different ways of performing with a partner.</p> <p>To spin with control.</p> <p>How to move from one shape to another smoothly</p> <p>How to perform symmetrically and asymmetrically</p> <p>How to use the space available to the best of my ability</p>	<p>How to work in tandem with a partner in different ways</p> <p>The correct technique for rolling backwards.</p> <p>How to roll over a partner safely.</p> <p>How to mirror a partner on the apparatus</p> <p>How to perform a forward roll safely.</p>	<p>The importance of timing and how to ensure I work in synchrony with my partner.</p> <p>That I need to get some momentum through my forward and backward rolls to be able to get back to my feet</p> <p>What an arch and bridge are</p> <p>How to leapfrog safely</p> <p>How to vary the speed of my movements to demonstrate contrast</p>	<p>To take off one foot and then spring from two into flight.</p> <p>What points and patches are.</p> <p>What mirroring, canon and unison are.</p> <p>How to adapt a floor sequence to make it work on the apparatus</p>
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<p><b>Athletics</b></p>	<p>Fundamental movement skills will be taught in preparation for coverage of specific athletics in KS2.</p>		<p>How to start a sprint race.</p> <p>Which my take off foot is.</p> <p>To position my body sideways on when throwing</p> <p>How to receive and transfer a baton safely.</p> <p>How to measure my own and others' performances.</p>	<p>The importance of keeping my first few metres low and powerful.</p> <p>The technique associated with hurdling</p> <p>The pull technique in throwing.</p> <p>To run in an arc &amp; to approach the bar sideways on when high jumping</p> <p>I can improve on personal bests.</p>	<p>How to control my running over middle distance</p> <p>How to throw safely as part of a group.</p> <p>How to throw a shot using, 'clean palm, dirty neck' technique.</p> <p>How to approach the bar from an arced run up when high jumping.</p> <p>My take off foot and lead leg</p>	<p>How running a bend differs from running a straight.</p> <p>To get sideways on when throwing.</p> <p>To use my non-throwing arm to help me throw.</p> <p>How to generate power from the thighs.</p> <p>The technique, 'same, different, both' for triple jump.</p> <p>How to hurdle efficiently</p>	
<p><b>Striking and Fielding Games</b></p>		<p>That I need to run, after striking a ball, to accumulate runs.</p> <p>How to form a long barrier to stop a ball.</p>	<p>To run between the wickets after striking a ball into space.</p> <p>Why is it important to be adept at picking the ball up with both hands.</p>	<p>Make decisions about when to run and when not to.</p> <p>How to grip a ball so that it comes out of my fingers smoothly when bowling.</p>	<p>How to grip a ball when bowling.</p> <p>When to slide my bat to make my ground when running between the wickets</p>	<p>What ground fielding techniques to use and can choose the right one for the circumstance.</p> <p>That fielders on 2nd, 3rd and 4th base can start</p>	<p>What a position of anticipation looks like when fielding</p> <p>How to grip the bat correctly and take up a suitable stance</p>

		To try and bowl keeping my arms straight.	<p>What the correct technique for throwing overarm is.</p> <p>The importance of good communication between batters and fielders.</p>	<p>To call my name if going for a high catch</p> <p>To run after the ball when it goes out of play</p> <p>What a no ball is</p>	<p>The different calls I can make as a batsman.</p> <p>Which batsman/woman calls for runs and the circumstances when each should call.</p> <p>The process of bowling from the coil to release of the ball.</p> <p>How to position myself wicket keeping so no obstructions to my vision</p>	<p>deep and then come onto their bases as necessary.</p> <p>Importance of great communication when playing rounders.</p>	<p>Which ground fielding technique to use and why.</p> <p>To work as a team ensuring that I back up for possible overthrows.</p>
Net and Wall Games	Know that a range of resources can be used to bat, pat and hit a ball when modelled by a teacher (DM)	<p>To move to the line of the ball and to get into a T position. That the ball needs to be struck over the net (tennis).</p> <p>What a T position is and how it can help me.</p>	<p>To try and get back to the centre of the court after each shot (tennis).</p> <p>Which the best technique to use is, to return a ball (tennis).</p>	<p>To signal with my hands when I want to receive a pass.</p> <p>To move into space after passing How to perform in unison</p> <p>How to back up teammates when</p>	<p>To try and get into the centre of the court after playing each shot</p> <p>That I can play backhand with one hand or two, whichever feels more comfortable.</p>	<p>How to get free from a defender.</p> <p>To dribble with the ball close to me and my head up</p> <p>To run at pace when trying to dribble past a defender.</p>	<p>What the 'ready position' is.</p> <p>To change my grip slightly to hit backhand shots.</p> <p>How we hit a backhand differently from a forehand.</p>

		How to throw for accuracy and power (dodgeball).	That I have to get under the ball sufficiently to strike it upwards and over a net (tennis).  What a T position is (tennis)..  That the ball has to go over the net and land in the court on the other side (tennis).	throws are wild and misplaced.	The rules of tennis How to score  To hit with a nice full backswing.  To keep my head still and to try and hit with control  To volley a ball by deflecting it downwards.	When defending how to make it harder for the attacker  What an overload, overlap and underlap are  How to shield a ball using my body.  How to 'fake and go' and when to use it.	How to link shots e.g. serve and volley
Yoga  PESSP Key indicator 4			The importance of quiet and focus whilst performing yoga moves.  To breathe whilst I am stretching and warming up.  What 3 part breathing is.		How to prepare my body by breathing and stretching.  Breathe and follow instructions  Maintain concentration and avoid distraction		What wider benefits doing regular yoga provides.  That doing yoga can help to banish worries  What benefits there are to me physically and mentally from the different poses

							The benefits of individual poses specifically to me and to others
OAA	No National curriculum requirement in KS1.		<p>I have to communicate well and negotiate to solve problems in a group.</p> <p>To persevere and try again when things don't go immediately to plan.</p> <p>How to navigate around an area following directions.</p> <p>The importance of listening to others and communicating well.</p>	<p>The compass points.</p> <p>The importance of listening to others and communicating well.</p> <p>How to orientate a map and find clues.</p> <p>How to take turns and use equipment safely</p>	<p>The importance of having a plan before I undertake a challenge.</p> <p>That I need to contribute to a plan even if it is only through good listening</p> <p>How to use a simple map to navigate myself around.</p>	<p>How to keep a partner safe.</p> <p>Where I need to position myself to give clear instructions and keep my partner safe</p> <p>What ordnance survey symbols mean</p>	



<p><b>Invasion Game skills</b></p>	<p>To keep my arms out to help me balance</p> <p>To know my left from right</p> <p>How to dodge to the right off their left foot/dodge right off their left foot</p>	<p>How far to bounce a pass between me and a friend.</p> <p>How to receive a bounce pass differently to a chest pass. That being able to dodge off both feet makes me twice as hard to catch.</p> <p>To move into space after passing a ball.</p> <p>To use 'big toe, little toe' to dribble keeping the ball close to me.</p>	<p>To track the flight of the ball right into my hands.</p> <p>To stay light on my feet and be prepared to move quickly.</p> <p>To close the space down quickly when defending.</p> <p>To attack at speed.</p> <p>To work hard in attack and defence for the good of the team</p>	<p>I know to travel with my head up.</p> <p>To get my body between my opponent and the ball.</p> <p>Close the space down quickly when defending</p> <p>The importance of clearing the danger in any way possible near my goal</p>	<p>To signal for the ball with my hands so as not to alert defenders</p> <p>How to trick opponents by looking one way and then passing another</p> <p>How to dummy pass</p> <p>The importance of keeping my eye on the ball and not player's feet when defending</p> <p>The technique for push passing.</p> <p>To use a short and flat backswing, with the stick parallel to the ground when hitting a slap pass.</p>	<p>That I get a better view of the whole pitch when I get wide and sideways on.</p> <p>That sometimes it is better to go backwards with the ball if nobody is free forwards</p> <p>When to attack and when not to</p> <p>How to create space for my teammates</p> <p>The importance of defending as a team</p> <p>That I need to be alert in defence and always have one eye on the ball and one on my opponent</p> <p>That by moving around I make myself more difficult to hit</p>	<p>I can only use the flat side of the stick.</p> <p>That I can't lift the stick higher than my waist.</p> <p>How to receive a ball by cushioning its impact.</p> <p>How to carry out a jab tackle</p> <p>When to pass a ball and when to dribble</p> <p>What position I need to get into when passing left and how it changes when I pass to my right.</p> <p>To close the space when defending and be wary of the dummy pass.</p>
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					<p>The importance of good close control</p> <p>How to hold a rugby ball</p> <p>How to score a try</p> <p>To close the space down quickly when defending and then brace myself to grab a tag.</p>	<p>When it is wise to attempt to catch the ball and when to dodge.</p> <p>Who to target on the opposition and what tactics might be best deployed.</p>	
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SKILLS							
	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Fundamental movements</b>	<p>Pick up, carry and put down with care</p> <p>Use tools to help me manipulate objects</p> <p>Begin to balance on one leg</p> <p>Thread objects</p> <p>Demonstrate crawling, rolling and jumping through an obstacle course</p>	<p>Pick up, carry and put down with care/control</p> <p>Balance on one leg</p> <p>Move through an obstacle course skilfully</p>	<p>Be able to hop on one leg</p> <p>Travel backwards safely</p> <p>Jump in a variety of ways</p> <p>Combine a run and a jump</p> <p>Dodge/evade others</p> <p>Skip using a rope</p> <p>Pass accurately in different ways</p> <p>Signal that I want the ball</p>	<p>Fundamental movement skills from KS1 are built upon through a range of athletics and games based units.</p>			
<b>Dance</b>	<p>Use my body and create simple theme related shapes, movements and actions</p>	<p>Use my body and create themed related moves and actions</p> <p>Travel safely and creatively in space</p>	<p>Use my body to express simple themes related shapes, movements and feelings</p>	<p>Develop a motif demonstrating some agility, balance, coordination and precision</p>	<p>Creatively change static actions into travelling movements Show different levels and pathways when I travel</p>	<p>Create and Perform longer sequences of actions (6-8) with a partner</p> <p>Compose motifs and plan dances</p>	<p>Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience.</p>

	<p>Travel safely and creatively in space.</p> <p>Show different levels when I travel</p> <p>Look at pictures and create shapes, movements and actions</p> <p>Remember and perform a basic sequence of movement when led by a teacher</p>	<p>Work with a partner to join ideas</p> <p>Remember and perform a basic sequence of movements when led by a teacher</p>	<p>Show different levels when I travel</p> <p>Communicate effectively with a partner</p> <p>Remember and perform a basic sequence of my own movements</p>	<p>Communicate effectively with a partner and suggest ways to improve</p>	<p>Communicate effectively within a group and improve our ideas</p> <p>Evaluate the work of other's using accurate technical language</p>	<p>creatively and collaboratively in groups.</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</p>
<b>Gymnastics</b>	<p>Jump in a variety of ways</p> <p>Construct a simple jumping sequence with a partner</p> <p>Control a star jump and pencil jump</p> <p>Jump as part of a sequence of</p>	<p>Support bodyweight in symmetrical balances</p> <p>Performed controlled spins on patches and points</p> <p>Hold balances at different levels</p> <p>Create a sequence</p>	<p>Run and jump through 90, 180 and 270 degrees</p> <p>Demonstrate variety in my movements</p> <p>Demonstrate zig zag pathways in my sequence work</p> <p>Work at 3 different levels</p>	<p>Create a sequence using a range of spins and patches</p> <p>Spin symmetrically and asymmetrically on points and patches</p> <p>Work at different levels</p>	<p>Support my body weight on hand and feet only</p> <p>Spin and take my weight in my hands</p> <p>Create sequences involving different controlled rolls and front and back supports</p>	<p>Form strong arches and bridges</p> <p>Leapfrog others safely</p> <p>Travel in lots of interesting ways over benches creating fluent and controlled sequence</p>	<p>Work in a group to create a sequence of rolls</p> <p>Create a sequence working at different levels and with different dynamics</p> <p>Perform a sequence as a group with</p>

	<p>other movements.</p> <p>Jump and show a tucked body shape in the air</p> <p>Include jumps and leaps in sequence work on the floor and apparatus</p>	<p>involving sideways, forwards and backwards stepping</p> <p>Perform a sequence in a zigzag pathway</p> <p>create sequences in curved pathways</p> <p>Travel and balance with body in a wide shape</p> <p>Take own bodyweight and move in tight curled shapes</p> <p>Form a sequence of long shapes</p> <p>Form a sequence to include a curled shape, a narrow shape and a wide shape</p>	<p>(floor, body level and high on apparatus)</p> <p>Travel backwards and sideways as part of my sequence</p> <p>Use apparatus to move in different pathways</p> <p>Stretch whilst in a balance</p> <p>Create a sequence which flows and involved arching and stretching</p> <p>Show inversion and counterbalance using the apparatus</p> <p>Form front and back supports</p> <p>Perform a sequence with</p>	<p>Forward roll</p> <p>Perform in unison with others</p> <p>Create a sequence using a range of symmetrical and asymmetrical gymnastic moves</p>	<p>Form different shapes with my legs whilst in shoulder balances</p> <p>Work in a pair</p> <p>Create a sequence of front and back supports which involve working under and over</p>	<p>Work over an under on the floor and apparatus</p> <p>Perform with good technique and seamless transitions</p>	<p>changes in direction, level and speed</p> <p>Mirror asymmetrical body shapes within a group.</p> <p>Time my moves within a group sequence</p>
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			clear starting and finishing points				
<b>Athletics</b>	Fundamental movement skills will be taught in preparation for coverage of specific athletics in KS2.			Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy.  Throwing – push, pull  Hop, step and jump	Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy.  Throwing – push, pull  Hop, step and jump	Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.  Throwing – push, pull, sling, heave  Jumping – standing long jump and triple jump.  Running short and long distance.  Passing a baton in a relay.	Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.  Throwing – push, pull, sling, heave  Jumping – standing long jump and triple jump.  Running short and long distance.  Passing a baton in a relay.
<b>Striking and Fielding Games</b>		Strike a ball off a tee  Stop a ball with 2 hands creating a barrier  Bowl a ball overarm at a target  Pick up a ball with one hand	Bowl overarm with a straight arm at a target  I can make a long barrier when fielding  I can chase a ball and throw it back accurately to the correct person when fielding	Send using good throwing technique  Receive using good catching technique  Develop basic bowling and batting skills	Throw accurately and powerfully  Bowl overarm with a straight arm  Drive a ball and run between wickets  Bat successfully with a partner	Catch under pressure  Throw accurately overarm  Bowl with a short run up with some accuracy  Link my skills and perform in a competitive game	Catch consistently well under pressure  Bowl with consistent accuracy and length  Show tactical awareness as a fielder

		<p>and throw it underarm</p> <p>Chase and retrieve a ball</p> <p>Make good decisions when batting about when to run and when no to</p>	<p>I can strike a ball off a tee whilst on the move</p>	<p>Communicate with teammates for the good of my team</p> <p>Field the ball off the ground using a variety of techniques</p> <p>Backpedal to catch high balls</p>	<p>Bowl with a run up</p> <p>Use a long barrier to stop hard balls struck at me</p> <p>Back up my fellow fielders in the field</p>		<p>Link my skills and perform in a competitive game</p>
<p><b>Net and Wall Games</b></p>	<p>Demonstrate using a range of resources to used to bat, pat and hit a ball when modelled by a teacher (DM)</p>	<p>Send a large ball with some accuracy</p> <p>Throw with accuracy and power</p> <p>Keep my eye on the ball at all times</p>	<p>Move quickly into a good position to catch</p> <p>Send and receive a ball with some accuracy</p> <p>Keep a short rally going with a partner</p> <p>Return a ball after one bounce</p>	<p>Strike a backhand</p> <p>Hit forearm returns to a partner</p> <p>Get into consistently good positions to hit the ball after one bounce</p>	<p>Volley a ball on the forehand and backhand striking the ball downwards</p> <p>Move into the correct position to play a variety of shots</p>	<p>Hit a forehand shot consistently</p> <p>Attempt to smash, lob and serve</p> <p>Play backhand shots with some consistency and accuracy</p> <p>Control where I hit the ball</p>	<p>Volley accurately on forehand and backhand</p> <p>Use some tactics against an opponent</p> <p>Play a competitive game using a range of ground strokes</p>
<p><b>Yoga</b></p> <p>PESSP Key indicator 4</p>			<p>Pose like a variety of jungle creatures</p> <p>Bend, stretch and reach</p>		<p>Perform a variety of poses</p> <p>Hold positions with good</p>		<p>Adopt the rest and relation pose</p> <p>Hold my pose for 3 slow breaths</p>

			Pose depicting Mother Earth  Breathe in 3 parts		alignment and shape  Devise my own meditation		Perform a relaxation sequence of meditation  Make positive affirmations
OAA	No National curriculum requirement in KS1.			Orientate a map  Use a control card  Navigate a course safely	Travel and balance safely when carrying out challenges  Demonstrate team work skills during planning, doing and reviewing.	Know how to keep the map set or orientates when they move around a simple course  Know the eight points of a compass  Record information accurately at the control marker  Navigate to a control marker on a score event course.	To set a map using a compass  To practice and refine thumbing the set map (orientated)  To set a direction of travel from the map, using a compass  To follow instructions in order to complete an orienteering course.
Invasion Game skills	Twist, bend and reach whilst maintaining my balance	Pass the ball from my chest using a bounce pass  Change direction confidently and competently	Throw overarm for my partner to catch after a bounce	Pass and move into space  Get into good positions to receive a ball	Shield a ball from an opponent  Dribble with control using hand and feet	I can shoot with increasing accuracy  Defend one on one	Make runs which overload the other team's defence  Track an opponent man to



	<p>Dodge to my left foot off my right foot.</p> <p>Travel safely considering others</p> <p>Dodge off either foot.</p>	<p>bounce/dribble a ball with my hand showing good control</p> <p>Move around safely in limited space</p> <p>Push pass a hockey ball</p> <p>Receive a hockey ball</p> <p>Stop a ball on the run by trapping it</p>	<p>Catch a ball consistently after one bounce</p> <p>intercept a pass</p> <p>Dodge to beat an opponent</p> <p>Keep possession of the ball with my team</p> <p>Compete with some spatial awareness in team games</p>	<p>Close down space against an opponent</p>	<p>Deceive opponent by feinting and dummyming</p> <p>Force opponent onto weaker side</p>	<p>I can make use of extra players</p>	<p>man in a game scenario</p>
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<b>Swimming Beginners (Non-swimmers and developing swimmers)</b>	<b>Swimming (Developing and competent swimmers)</b>
<p>Children will learn how to swim between 10-20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water, recognise the affects their temperature and identify and describe the difference between leg and arm actions.</p>	<p>The children will learn to swim between 50 and 100 metres and keep swimming or 45 to 90 seconds; use three different strokes (front crawl, back stroke and breast stroke), swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water.</p> <p>Children should know the dangers of water locally and nationally.</p> <p>Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and know what to do if others get into trouble in the water.</p>