



Athletics	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Running: explore running and stopping safely.</p> <p>Jumping: explore jumping and hopping safely.</p> <p>Throwing: explore throwing to a target.</p>	<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p>	<p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p>	<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>
Knowledge	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Throwing: understand that bigger targets are easier to hit.</p> <p>Rules: know that rules help us to stay safe</p>	<p>Running: understand that if I swing my arms it will help me to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Rules: know how to follow simple rules when working with others.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the event and begin to apply them.</p>	<p>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further.</p> <p>Rules: know and understand the rules to be able to manage our own events.</p>



Ball Skills	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Sending: explore sending an object with hands and feet.</p> <p>Catching: explore catching to self and with a partner.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>	<p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce.</p> <p>Tracking: track a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet.</p>	<p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Sending: send a ball with accuracy and increasing consistency to a target.</p> <p>Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly.</p> <p>Dribbling: dribble a ball with hands and feet with control.</p>	<p>Sending: accurately use a range of techniques to send a ball to a target.</p> <p>Catching: catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking: consistently track a ball sent directly and indirectly.</p> <p>Dribbling: dribble a ball with increasing control and co-ordination.</p>
Knowledge	<p>Sending: know to look at the target when sending a ball.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tracking: know to watch the ball as it comes towards me and scoop it with two hands.</p> <p>Dribbling: know that keeping the ball close will help with control.</p>	<p>Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tracking: know to move my feet to get in the line with the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p>	<p>Sending: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.</p> <p>Tracking: know that it is easier to move towards a ball to track it than chase it.</p> <p>Dribbling: know to keep my head up when dribbling to see space/opponents.</p>	<p>Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Catching: know to move my feet to the ball.</p> <p>Tracking: know that using a ready position will help me to react to the ball.</p> <p>Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>	<p>Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.</p> <p>Catching: know to adjust my hands to the height of the ball.</p> <p>Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.</p> <p>Dribbling: know that dribbling with soft hands/touches will help me to keep control.</p>



Dance	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others.</p>	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and with others to an audience.</p>	<p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance.</p>	<p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>
Knowledge	<p>Actions: understand that I can move my body in different ways to create interesting actions.</p> <p>Dynamics: understand that I can change my action to show an idea.</p> <p>Space: know that if I move into space it will help to keep me and others safe.</p> <p>Performance: know that when watching others I sit quietly and clap at the end.</p> <p>Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions it helps the audience to see them clearly</p>	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice my dance my performance will improve.</p>	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea.</p>



Fitness	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Agility: explore changing direction safely.</p> <p>Balance: explore balancing whilst stationary and on the move.</p> <p>Co-ordination: explore moving different body parts together.</p> <p>Speed: explore moving and stopping with control.</p> <p>Strength: explore taking weight on different body parts.</p> <p>Stamina: explore moving for extended periods of time.</p>	<p>Agility: change direction whilst running.</p> <p>Balance: explore balancing in more challenging activities with some success.</p> <p>Co-ordination: explore co-ordination when using equipment.</p> <p>Speed: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight.</p> <p>Stamina: explore moving for longer periods of time and identify how it makes me feel.</p>	<p>Agility: demonstrate improved technique when changing direction on the move.</p> <p>Balance: demonstrate increased balance whilst travelling along and over equipment.</p> <p>Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: demonstrate running at different speeds.</p> <p>Strength: demonstrate increased control in body weight exercises.</p> <p>Stamina: show an ability to work for longer periods of time.</p>	<p>Agility: show balance when changing direction.</p> <p>Balance: explore more complex activities which challenge balance.</p> <p>Co-ordination: co-ordinate my body with increased consistency in a variety of activities.</p> <p>Speed: explore sprinting technique.</p> <p>Strength: explore building strength in different muscle groups.</p> <p>Stamina: explore using my breath to increase my ability to work for longer periods of time.</p>	<p>Agility: show balance when changing direction at speed.</p> <p>Balance: show control whilst completing activities which challenge balance.</p> <p>Co-ordination: explore increased speed when co-ordinating my body.</p> <p>Speed: demonstrate improved sprinting technique.</p> <p>Strength: develop building strength in different muscle groups.</p> <p>Stamina: demonstrate using my breath to maintain my work rate.</p>
Knowledge	<p>Agility: know that moving into space away from others helps to keep me safe.</p> <p>Balance: know that I can hold my arms out to help me to balance.</p> <p>Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.</p> <p>Speed: know that I use big steps to run and small steps to stop.</p> <p>Strength: understand that I can hold my weight on different parts of my body.</p> <p>Stamina: understand that moving for a long time can make me feel tired.</p>	<p>Agility: understand that bending my knees will help me to change direction.</p> <p>Balance: know that looking ahead will help me to balance.</p> <p>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p>Speed: understand that if I swing my arms it will help me to run faster.</p> <p>Strength: understand that exercise helps me to become stronger.</p> <p>Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p>	<p>Agility: know using small quick steps helps me to change direction.</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Co-ordination: understand that some skills require me to move body parts at different times such as skipping.</p> <p>Speed: know that I take shorter steps to jog and bigger steps to run.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Stamina: know that I need to run slower if running for a long period of time.</p>	<p>Agility: understand how agility helps us with everyday tasks.</p> <p>Balance: understand how balance helps us with everyday tasks.</p> <p>Co-ordination: understand how co-ordination helps us with everyday tasks.</p> <p>Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p>Stamina: understand how stamina helps us in other life activities</p>	<p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Co-ordination: understand that if I begin in a ready position I can react quicker.</p> <p>Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Strength: understand that strength comes from different muscles and know how I can improve my strength.</p> <p>Stamina: understand that I need to pace myself when running further or for a long period of time.</p>



Fundamentals	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take-off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skipping: explore skipping as a travelling action</p>	<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take-off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<p>Running: change direction. Show an increase and decrease in speed.</p> <p>Balancing: demonstrate balance when performing other fundamental skills.</p> <p>Jumping and hopping: link jumping and hopping actions.</p> <p>Skipping: jump and turn a skipping rope.</p>	<p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p> <p>Balancing: demonstrate good balance and control when performing other fundamental skills.</p> <p>Jumping and hopping: link hopping and jumping actions with other fundamental skills.</p> <p>Skipping: consistently skip in a rope.</p>
Knowledge	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Balancing: know that I can hold my arms out to help me to balance.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: understand that I use one foot to hop.</p> <p>Skipping: know that if I hop then step that will help me to skip</p>	<p>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Balancing: understand that squeezing my muscles helps me to balance.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope</p>	<p>Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration).</p> <p>Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p>Running: understand that a change of direction and speed can help to get past or away from an opponent.</p> <p>Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Jumping and hopping: know that swinging my non-hopping foot helps to create momentum.</p> <p>Skipping: understand that keeping my chest up helps me to stay balanced.</p>



Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Shapes: show contrast with my body including wide/narrow, straight/curved.</p> <p>Balances: explore shapes in stillness using different parts of my body.</p> <p>Rolls: explore rocking and rolling.</p> <p>Jumps: explore jumping safely.</p>	<p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p> <p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Jumps: explore shape jumps including jumping off low apparatus.</p>	<p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations.</p>	<p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p>	<p>Shapes: develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>
Knowledge	<p>Shapes: understand that I can make different shapes with my body.</p> <p>Balances: know that I should be still when holding a balance.</p> <p>Rolls: know that I can change my body shape to help me to roll.</p> <p>Jumps: know that bending my knees will help me to land safely.</p> <p>Strategy: know that if I hold a shape and count to five people will see it clearly</p>	<p>Shapes: understand that I can improve my shapes by extending parts of my body.</p> <p>Balances: know that balances should be held for 5 seconds.</p> <p>Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control.</p> <p>Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing my muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p> <p>Jumps: understand that looking forward will help me to land with control.</p> <p>Strategy: know that if I use shapes that link well together it will help my sequence to flow.</p>	<p>Shapes: understand how to use body tension to make my shapes look better.</p> <p>Balances: understand that I can make my balances look interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more difficult rolls.</p> <p>Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>	<p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>



Net and Wall Games	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding and rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p>	<p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball.</p>	<p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p>	<p>Shots: explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots.</p>	<p>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: begin to use appropriate footwork patterns to move around the court.</p>
Knowledge	<p>Hitting: know to point my hand/object at my target when hitting a ball.</p> <p>Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Hitting: know to use the centre of the racket for control.</p> <p>Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p>Rallying: know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Footwork: know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple tactics makes it difficult for my opponent.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Shots: understand when to play a forehand and a backhand and why.</p> <p>Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p> <p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>



OAA	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Problem solving: explore activities where I have to make my own decisions.</p> <p>Navigational skills: explore moving in space and following a path.</p> <p>Communication: develop confidence in expressing myself.</p>	<p>Problem solving: suggest ideas in response to a task.</p> <p>Navigational skills: follow a path and lead others.</p> <p>Communication: communicate simple instructions and listen to others.</p>	<p>Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work co-operatively with a partner and a small group.</p>	<p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: follow and give instructions and accept other peoples' ideas.</p>	<p>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others.</p>
Knowledge	<p>Problem solving: make simple decisions in response to a task.</p> <p>Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.</p> <p>Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.</p> <p>Reflection: begin to identify when I am successful.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Problem solving: know that working collaboratively with others will help to solve challenges.</p> <p>Navigational skills: know that deciding which way to go before starting will help me.</p> <p>Communication: know that using short instructions will help my partner e.g. start/stop.</p> <p>Reflection: identify when I am successful and make basic observations about how to improve.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: understand that the map tells us what to do.</p> <p>Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>Reflection: verbalise when I am successful and areas that I could improve.</p> <p>Rules: know how to follow and apply simple rules.</p>	<p>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why I am successful at solving challenges.</p> <p>Rules: know that using the rules honestly will help to keep myself and others safe.</p>	<p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: understand the importance of working with integrity.</p>



Striking and Fielding	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Striking: explore sending a ball to a partner.</p> <p>Fielding: explore tracking and stopping a rolling ball.</p> <p>Throwing and catching: explore rolling, throwing and catching using a variety of equipment.</p>	<p>Striking: explore striking a ball with their hand and equipment.</p> <p>Fielding: develop tracking and retrieving a ball.</p> <p>Throwing: explore technique when throwing over and underarm.</p> <p>Catching: develop co-ordination and technique when catching.</p>	<p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm.</p> <p>Catching: catch with two hands with some co-ordination and technique</p>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment.</p> <p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: use overarm and underarm throwing in game situations.</p> <p>Catching: catch with some consistency in game situations.</p>	<p>Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations.</p>
Knowledge	<p>Striking: know to point my hand at my target when striking a ball.</p> <p>Fielding: know to scoop a ball with two hands.</p> <p>Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Striking: understand that the harder I strike, the further the ball will travel.</p> <p>Fielding: know that throwing the ball back is quicker than running with it.</p> <p>Throwing: know which type of throw to use to throw over longer distances.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Striking: understand the role of a batter. Know that striking quickly will increase the power.</p> <p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Striking: know that striking to space away from fielders will help me to score.</p> <p>Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p> <p>Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Catching: know to move my feet to the ball.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>



Target Games	EYFS	Year 1	Year 2	Year 3	Year 4
Skills	<p>Throwing: explore throwing using a variety of equipment.</p> <p>Catching: explore catching using a variety of equipment.</p>	<p>Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target</p>	<p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p>	<p>Throwing: explore throwing at a moving target.</p> <p>Catching (dodgeball): begin to catch whilst on the move.</p> <p>Striking: begin to strike a ball with accuracy and balance.</p>	<p>Throwing: throw with increasing accuracy at a target.</p> <p>Catching (dodgeball): catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency.</p>
Knowledge	<p>Throwing: know to point my hand at my target when throwing.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p> <p>Striking: know to finish with my object/hand/foot pointing at my target.</p> <p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Throwing: know to throw slightly ahead of a moving target.</p> <p>Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.</p> <p>Striking: know that using a bigger swing will give me more power.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p> <p>Striking: know that using a smooth action will help to increase accuracy.</p> <p>Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>

*Based Get Set 4 PE scheme of work