

Dance				
Year R	Year 1	Year 2	End of KS1 expectations	
<p>Move to music.</p> <p>Copy dance moves.</p> <p>Perform some dance moves.</p> <p>Move around the space safely.</p>	<p>Copy dance moves.</p> <p>Make up a short dance, after watching one.</p> <p>Dance imaginatively.</p> <p>Change rhythm, speed, level and direction.</p>	<p>Change rhythm, speed, level and direction with consistency.</p> <p>Dance with control and co-ordination.</p> <p>Make a sequence by linking sections together.</p> <p>Link some movement to show a mood or feeling.</p>	<p>Children should be taught to perform dances using simple movement patterns.</p> <p>Use movement imaginatively, responding to stimuli, including music and performing basic skills.</p> <p>Change rhythm, speed, level and direction of their movements</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures.</p> <p>Express and communicate ideas and feelings</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Perform pair/group dance involving canon &amp; unison, meet &amp; part.</p> <p>Respond to music in time &amp; rhythm to show like/unlike actions.</p> <p>Respond to music to express a variety of moods &amp; feelings</p>	<p>Respond imaginatively to stimuli related to character/music/story.</p> <p>Perform clear &amp; fluent dances that show sensitivity to idea/stimuli.</p> <p>Make up dance within a small group</p>	<p>Show/fluency/control in chosen dances in response to stimuli.</p> <p>Perform fluent dances with characteristics of different styles/eras.</p> <p>Adapt &amp; refine(in pair/group), dances that vary direction, space &amp; rhythm</p>	<p>Create &amp; perform dances in a variety of styles consistently.</p> <p>Be aware of &amp; use musical structure, rhythm &amp; mood &amp; can dance accordingly.</p> <p>Use appropriate criteria &amp; terminology to evaluate performances</p>	<p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures.</p> <p>Respond to a range of stimuli and accompaniment.</p> <p>Through dance, develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns</p>

Gymnastics				
Year R	Year 1	Year 2	End of KS1 expectations	
<p>Make body tense, relaxed, curled and stretched.</p> <p>Balance on small/large body parts &amp; understand stillness.</p> <p>Make large and small body shapes.</p> <p>Climb &amp; hang from apparatus.</p> <p>Perform basic travelling actions on various body parts.</p>	<p>Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>Begin to work on alone/with someone to make a sequence of shapes/travels.</p> <p>Climb safely, showing some shapes and balances when climbing.</p> <p>Keep balance travelling in a range of ways along bench, spots, mat etc.</p> <p>Roll in stretched/curled positions e.g., 'log' and 'egg rolls'</p>	<p>Make body tense, relaxed, curled and stretched, in a range of movements.</p> <p>Perform a sequence with changes in speed &amp; direction including 3 different actions (sometimes giving advice to others).</p> <p>Be still on single/two + points of contact on floor/apparatus showing tension &amp; control.</p> <p>Link known shape/travel/roll/jump to a balance using floor &amp; on apparatus.</p> <p>Jump/land with control using different body shapes in flight</p>	<p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Use a greater number of own ideas for movement in response to a task.</p> <p>Combine arm actions with skips/leaps/steps/jumps &amp; spins in travel.</p> <p>Travel while using various hand apparatus, (ribbon/hoop/ rope/ball)</p> <p>Know principles of balance and apply them on floor &amp; apparatus.</p>	<p>Share ideas and give positive criticism/advice to self &amp; others.</p> <p>Create &amp; perform matching/mirroring sequences explaining how it could be improved.</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control.</p> <p>Link a roll with travel and balance using floor and apparatus with good body control</p>	<p>Combine own work with that of others, identifying strengths &amp; weaknesses.</p> <p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence, possibly made by peers.</p> <p>Create mirror/matching/cannon/pair) sequence varying dynamics/levels/direction etc.</p>	<p>Select a suitable routine to perform to different audiences, bearing in mind who the audience is.</p> <p>Transfer sequence above onto suitably arranged apparatus &amp; floor</p> <p>Perform 6-8-part floor sequence as individual, pair &amp; small group to a piece of music.</p> <p>Demonstrate 3 paired balances in sequence using various skills/actions</p>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>

Invasion Games			
Year R	Year 1	Year 2	End of KS1 expectations
<p>Send &amp; receive a ball by rolling from hand &amp; striking with foot</p> <p>Aim &amp; throw object underarm Catch balloon/bean bag/scarf &amp; sometimes a bouncing ball</p> <p>Move and stop safely in a specific area</p> <p>Play a passing &amp; target game alone and with a partner</p>	<p>Throw underarm, bounce &amp; catch ball by self &amp; with partner</p> <p>Kick/stop a ball using a confident foot while static</p> <p>Run straight and on a curve and sidestep with correct technique</p> <p>Begin to follow some simple rules</p>	<p>Perform some dribbling skills with hands and feet using space</p> <p>Pass a ball accurately (hands &amp; feet) over longer distances to a teammate</p> <p>Combine stopping, pick up/collect &amp; send a ball accurately to other players</p> <p>Make simple decisions about when /where to move in game to receive a ball</p>	<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>

Football				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Begin to dribble a ball making small touches</p> <p>Begin to send a football to someone on team.</p> <p>Keep a ball under control.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p>	<p>Dribble with small touches into space.</p> <p>Send a football to someone on the team, using different parts of foot.</p> <p>Keep a ball under control when receiving a range of passes from team.</p> <p>Understand where the space is and can move into it.</p> <p>Mark another player and begin to attempt interceptions.</p>	<p>Dribble making small touches into space with speed.</p> <p>Send a football to someone on the team, using different parts of foot accurately.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).</p> <p>See space; and use it effectively.</p> <p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions for team.</p>	<p>Dribble making small touches into space with speed, to beat defenders.</p> <p>Make decisions regarding how and when to send a football to someone in team.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>Know how space changes within a game and when and how to move into changing spaces.</p> <p>Draw defender away to create space.</p> <p>Position body to defend effectively, making successful interceptions.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Netball				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Make a series of passes to teammates moving towards a scoring area.</p> <p>Show some signs of using a chest pass and shoulder pass.</p> <p>Show a target to indicate where I'd like to pass to.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p>	<p>Use a chest pass and shoulder pass to support team in scoring.</p> <p>Make decisions regarding which is the best type of pass to use.</p> <p>Begin to use a bounce pass, which only bounces once.</p> <p>Identify space to move into and show a clear target to receive a pass.</p> <p>Mark another player and begin to attempt interceptions.</p> <p>Know where positions are allowed on a court.</p>	<p>Use all three passes (chest, shoulder &amp; bounce) correctly.</p> <p>Use a range of speeds within a game to support a team in scoring.</p> <p>Begin to use square (across the court) &amp; straight (up &amp; down the court) passes to achieve pace.</p> <p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions (snatch &amp; catch) when playing as a team.</p>	<p>Know which pass is best to use and when in a game.</p> <p>Use a range of square &amp; straight passes to change direction of the ball.</p> <p>Use landing foot to change direction to lose a defender.</p> <p>Draw defender away to create space for self or team.</p> <p>Position body to defend effectively, making successful interceptions.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Tag Rugby				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Move holding a rugby ball</p> <p>Know where to score a try and how to position the ball to score a try</p> <p>Move into spaces to avoid defenders</p> <p>Make a backward pass to teammates, using the direction most comfortable</p> <p>Know to tag teammates when to defend</p>	<p>Move with speed (and change of) with the ball and without</p> <p>Use speed and space to avoid defenders</p> <p>Pass backwards and in both directions and sometimes on the move</p> <p>Tag the person who has the ball, but can mark a player who doesn't have the ball</p> <p>Begin to make a high pop pass to avoid a defender</p>	<p>Be able to evade and tag opponents.</p> <p>Be able to pass and receive a pass at speed.</p> <p>Be able to pass and receive a pass at speed in a game situation.</p> <p>Refine attacking and defending skills.</p> <p>Develop tactics as a team.</p> <p>Apply learned skills in a game of tag rugby.</p>	<p>Be able to evade and tag opponents.</p> <p>Running at speed, changing direction at speed.</p> <p>Play effectively in attack and defence</p> <p>Score points against opposition</p> <p>Support player with the ball</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Handball				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Shows basic passing and receiving techniques.</p> <p>Understand basic attacking and defending techniques including shooting techniques.</p> <p>Understand basic rules and can apply these to a small game.</p>	<p>Uses and receives a variety of passes with good control whilst under limited pressure.</p> <p>Able to shoot with success from increasing distance.</p> <p>Can switch between attacking and defending.</p> <p>Can use goalkeeper techniques to save a variety of shots.</p> <p>Good understanding of the basic rules and is able to apply these to a game.</p> <p>Takes part in competitive matches</p>	<p>Passes and receives the ball in a variety of ways with speed and accuracy.</p> <p>Able to shoot with success from distance and using a Jump Shot successfully.</p> <p>Selects appropriate defending techniques.</p> <p>Understands and uses basic team formations for both defence and attack.</p> <p>Takes part in competitive matches and helps their team to succeed.</p>	<p>Tactically selects appropriate passes in order to move past defenders.</p> <p>Shoots with success and selects appropriate techniques.</p> <p>Switches between attacking and defending formations quickly and with confidence.</p> <p>Enjoys competitive games and shows a range of skills and tactics in these games to be successful.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Hockey				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Begin to show how to hold a hockey stick and which side to use.</p> <p>Use a simple push pass to another team mate.</p> <p>Dribble the ball keeping it close to me using the correct side of stick.</p> <p>Show some signs of an approaching a player to tackle and cause pressure.</p> <p>Begin to attempt to score a goal from anywhere.</p>	<p>Sometimes change direction of travel by rotating and turning stick to support this.</p> <p>Use a push pass to make a direct pass.</p> <p>Begin to use a slap pass (bringing stick back and causing more power).</p> <p>Use speed to dribble the ball into space.</p> <p>Maintain defence and keep the pressure until possession is gained.</p> <p>Attempt to score inside a designated scoring area.</p>	<p>Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.</p> <p>Choose between the two passes (push/slap) and explain simply why.</p> <p>Make a direct pass while dribbling.</p> <p>Begin to use stick to mark a player from the side-line causing them difficulty.</p> <p>Successfully score while in the scoring area..</p>	<p>Use speed, changing of direction and indian dribbling to advance towards team's goal.</p> <p>Use a range of passes knowing which one depending on the distance of the pass.</p> <p>Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</p> <p>Know when to defend and what defence skills could be used.</p> <p>Seize an opportunity to score, sometimes quite quickly</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>



Basketball				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Dribbles the ball with some control over a short distance.</p> <p>Pass and receive with some control.</p> <p>Chest Pass and Bounce pass.</p> <p>Use a range of simple tactics for defending and attacking.</p> <p>Able to achieve some success in performing a set shot in a net slightly higher than themselves.</p> <p>Use simple rules fairly and adapt them to create their own games.</p>	<p>Dribbles the ball with increasing control around obstacles and over increasing distance.</p> <p>Pass and receive using a bounce pass or chest pass and with increasing control and under limited pressure.</p> <p>Increasing success in performing a set shot in a basket higher than themselves.</p> <p>Understand the importance of defending and be ready in the READY POSITION.</p> <p>Use a variety of techniques and tactics to attack, keep possession and score.</p>	<p>Dribbles the ball with control and able to perform a cross-over dribble to move around obstacles.</p> <p>Able to pass and receive the ball with increasing fluidity and increasing pressure.</p> <p>Begin to succeed in the Lay-up shot technique.</p> <p>Change pace, length and direction to outwit their opponent.</p> <p>Choose and use a range of ball skills with a good degree of accuracy.</p> <p>Know and apply the basic strategic and tactical principles of a various games and adapt them to different situations. Understand why exercise is good for their fitness, health and wellbeing. With help, devise warm up and cool down activities and justify their choices.</p>	<p>Dribbles the ball with control and fluidity between hands under pressure.</p> <p>Use a small range of sending, receiving techniques, with varied control.</p> <p>Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control.</p> <p>Know and apply the basic strategic and tactical principles of a various games and adapt them to different situations.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>With help, devise warm up and cool down activities and justify their choices.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Dodgeball				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Shows good basic throwing techniques.</p> <p>Able to move their body to avoid being hit with a ball.</p> <p>Catches the ball in two hands using a W grip.</p> <p>Shows a variety of basic throwing techniques with increasing accuracy.</p>	<p>Shows good agility in avoiding flying objects.</p> <p>Catches a ball thrown with increasing power using a W grip.</p>	<p>Performs throwing techniques within competition with accuracy and speed.</p> <p>Avoids balls during competition showing good agility and awareness.</p> <p>Catches a ball to avoid being hit effectively and with control.</p>	<p>Throws the ball with speed, strength and accuracy within a competitive environment.</p> <p>Shows awareness of the game using senses to avoid being hit with a ball.</p> <p>Catches a ball thrown with increased power in order to avoid being hit using W grip or one-handed catch.</p> <p>Shows good understanding of the rules and tactics in order to be successful.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Striking and fielding Games			
Year R	Year 1	Year 2	End of KS1 expectations
<p>Aim &amp; throw object underarm</p> <p>Catch balloon/bean bag/scarf &amp; sometimes a bouncing ball</p> <p>Use hand to strike a bean bag or ball and move towards a scoring area</p> <p>Begin to use a bat to hit a ball or bean bag</p>	<p>Show some different ways of hitting, throwing and striking a ball</p> <p>Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)</p> <p>Play as a fielder and get the ball back to a STOP ZONE</p> <p>Begin to follow some simple rules (carrying the bat, not over taking someone)</p>	<p>Send a ball off a tee using a bat or a racket</p> <p>Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops</p> <p>Stop moving when the 'bowler' has the ball</p> <p>Play as a fielder and pass the ball back to the bowler to make the runner stop</p> <p>Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</p>	<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>

Cricket				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively. Learn batting control.</p> <p>Learn the role of backstop.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team</p>	<p>To develop the range of Cricket skills they can apply in a competitive context</p> <p>To choose and use a range of simple tactics in isolation and in a game context</p> <p>To consolidate existing skills and apply with consistency</p>	<p>To link together a range of skills and use in combination</p> <p>To collaborate as a team to choose, use and adapt rules in games</p> <p>To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance</p>	<p>To apply with consistency standard cricket rules in a variety of different styles of games</p> <p>To attempt a small range of recognised shots in isolation and in competitive scenarios</p> <p>To use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Rounders				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Be able to play simple rounders games</p> <p>Apply some rules to games</p> <p>Develop and use simple rounders skills</p>	<p>Develop the range of rounders skills that can apply in a competitive context</p> <p>Choose and use a range of simple tactics in isolation and in a game context</p> <p>Identify different positions in rounders and the roles of those positions</p>	<p>Link together a range of skills and use in combination.</p> <p>Collaborate as a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance</p> <p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control. Learn the role of backstop.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team</p>	<p>Apply consistently rounders rules in conditioned games</p> <p>Play small sided games using standard rounders pitch layout</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Tennis				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)</p> <p>Tap the ball back and forth to partner</p> <p>Stand in a ready position holding racquet correctly</p> <p>Change from a ready position before tapping the ball to a partner</p> <p>Begin to know what it means by a forehand and backhand position</p> <p>Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed</p>	<p>Tap the ball back and forth to a partner over a small space</p> <p>Begin to tap a ball over a net allowing for a bounce, hit technique</p> <p>Move from a ready position into a forehand position/backhand position quickly</p> <p>Bring racquet to meet the ball for a forehand and backhand hit</p> <p>Know to use two hands for an effective backhand</p> <p>Move racquet in a low to high swing for an effective tap</p> <p>Serve the ball straight from hands to racquet making sure it lands 'in' on the other side</p>	<p>Tap the ball using either a fore hand or back hand motion</p> <p>Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is</p> <p>Set racquet back in its ready position quickly upon recovery</p> <p>Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit</p> <p>Serve the ball correctly beginning to purposely aim for space to score</p>	<p>Turn and run to the ball getting into a forehand or backhand position en-route</p> <p>Use 'move-hit-recover' approach within a game showing facing forward on recovery</p> <p>Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).</p> <p>Use the correct swing technique and control with smooth swings keeping the path of the racquet the same</p> <p>Serve the ball accurately making teammates have to move to send it back</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Badminton				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Tap the shuttlecock off racquet.</p> <p>Tap the shuttlecock from standing and holding in hand.</p> <p>Stand in a ready position holding racquet correctly.</p> <p>Change from a ready position before tapping the shuttlecock to a partner.</p> <p>Begin to know what it means by a forehand and backhand position.</p>	<p>Tap the shuttlecock back and forth to a partner over a small space.</p> <p>Begin to tap a shuttlecock over a net allowing for a bounce, hit technique.</p> <p>Move from a ready position into a forehand position/backhand position quickly.</p> <p>Bring racquet to meet the shuttlecock for a forehand and backhand hit. Move racquet in a low to high swing for an effective tap.</p> <p>Serve the shuttlecock straight from hands to racquet making sure it lands 'in' on the other side.</p>	<p>Tap the shuttlecock using either a fore hand or back hand motion.</p> <p>Move towards the shuttlecock from 'ready' position choosing either forehand or backhand depending on where the shuttlecock is.</p> <p>Set racquet back in its ready position quickly upon recovery.</p> <p>Demonstrate the correct swing technique when hitting the shuttlecock over a net sometimes showing control over the hit.</p> <p>Serve the shuttlecock correctly beginning to purposely aim for space to score.</p>	<p>Turn and run to the shuttlecock getting into a forehand or backhand position en-route.</p> <p>Use 'move-hit-recover' approach within a game showing facing forward on recovery.</p> <p>Show a range of grips when demonstrating a backhand.</p> <p>Use the correct swing technique and control with smooth swings keeping the path of the racquet the same.</p> <p>Serve the shuttlecock accurately making team-mates have to move to send it back.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Volleyball				
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
		<p>Can pass the ball using a forearm pass to teammates with some control.</p> <p>Can 'set' the ball for a teammate with some control.</p> <p>Can serve the ball with some control.</p> <p>Understands the basic rules of the game and use these in small-sided competitions.</p>	<p>Can use a forearm pass, set &amp; serve with control, accuracy and intent.</p> <p>Can tactically use a variety of skills and techniques within a competition environment.</p> <p>Understands the roles of the game and participate in smallsided games.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>



Athletics				
Year R	Year 1	Year 2	End of KS1 expectations	
	<p>Use varying speeds when running.</p> <p>Explore footwork patterns.</p> <p>Explore arm mobility.</p> <p>Explore different methods of throwing.</p> <p>Practise short distance running.</p>	<p>Run with agility and confidence.</p> <p>Learn the best jumping techniques for distance.</p> <p>Throw different objects in a variety of ways.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Run for distance.</p> <p>Complete an obstacle course with control and agility.</p>	<p>Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Run in different directions and at different speeds, using a good technique.</p> <p>Improve throwing technique</p> <p>Reinforce jumping techniques.</p> <p>Understand the relay and passing the baton.</p> <p>Choose and understand appropriate running techniques.</p> <p>Compete in a mini competition, recording scores.</p>	<p>Select and maintain a running pace for different distances.</p> <p>Practice throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p>	<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw. Demonstrate good techniques in a competitive situation.</p>	<p>Investigate running styles and changes of speed.</p> <p>Practice throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</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.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>

Orienteering				
Year R	Year 1	Year 2	End of KS1 expectations	
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Orientate simple maps and plan.</p> <p>Uses simple maps.</p> <p>Develops listening skills.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p>	<p>Mark control points in correct position on their map or plan (e.g. where they find an object when following a trail)</p> <p>Find their way back to a base point.</p> <p>Develops strong listening skills.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p>	<p>Together, plan and share roles within the group based on each other's strengths.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose effective strategies and change ideas if not working.</p>	<p>Work increasingly well in groups where roles and responsibilities are understood</p> <p>Use and interpret more complex maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Plan strategies to solve problems/follow trails/build shelters etc.</p>	<p>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team</p>

Health and fitness				
Year R	Year 1	Year 2	End of KS1 expectations	
<p>Observes the effects of activity on their bodies.</p> <p>Recognises when they want to rest.</p> <p>Dresses with minimal help.</p> <p>Shows some understanding that exercise can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges.</p> <p>Shows understanding of how to transport and store equipment safely.</p>	<p>Recognise how their body feels when still and when exercising.</p>	<p>Recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely</p>		
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength</p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform</p>	<p>Know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>Understand why physical activity is good for their health</p>	<p>Understand why warming up and cooling down are important</p> <p>Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves</p> <p>Carry out warm-ups safely and effectively</p>	