

Health & Fitness (ABCs/Training/Exercises)			
Year 3	Year 4	Year 5	Year 6
<p>Warm Up's</p> <ul style="list-style-type: none"> - Understand importance of warming up <p>ABC's</p> <ul style="list-style-type: none"> - Learn and demonstrate Agility (Changing direction at different speeds), Balance (One leg standing, hopping etc.) and Coordination (E.g. Hop Scotch) 	<p>Warm Up's</p> <ul style="list-style-type: none"> - Develop warm up activities further - Understand body changes (Heart Beats faster, Out of breath etc.) -Cool Down's (Taper activity or specific cool down). <p>ABC's</p> <ul style="list-style-type: none"> - Children use agility, balance and coordination in a range of activities (E.g. Slalom's, Ladders, jumping and landing) <p>Strength/Endurance</p> <ul style="list-style-type: none"> -Children should understand and demonstrate at base level, such as running continuously (Daily Mile) and performing exercises consecutively (Star Jumps, Squats) 	<p>Warm Up's</p> <ul style="list-style-type: none"> - Children should be able to facilitate and take part in their own warm up as they now know how and why it is important. <p>ABC's</p> <ul style="list-style-type: none"> - These will now be demonstrated to some effectiveness during a specific sport or activity, showing a greater level of understanding. <p>Strength/Endurance</p> <ul style="list-style-type: none"> - Children should have basic knowledge of different exercise to work the upper body (Push Ups etc.), lower body (Squats, Mountain climbers etc.) and Core (Plank). 	<p>Warm Up's</p> <ul style="list-style-type: none"> - Children should be able to demonstrate and deliver to others and work in groups a range of warm up activities, this also could include showing some knowledge on static and dynamic stretching. <p>ABC's</p> <ul style="list-style-type: none"> - These skills such as agility, balance and coordination should now be evident during activities and sports to good competency (E.g. Can a child successfully beat an opponent and then receive a ball whilst moving at speed). <p>Strength/Endurance</p> <ul style="list-style-type: none"> - Children should now be able to perform and adjust these exercises to add challenge and develop control further. Children should now understand what exercises could be done to wider benefit staying healthy and active. <p>Types of Training</p> <ul style="list-style-type: none"> - In addition, children to have basic knowledge of types of training dependant on a particular sports (E.g. Interval Training- Football).

Invasion Activities			
Year 3	Year 4	Year 5	Year 6
<p>Attacking & Defending Can the children attack and defend spaces and/or areas on a peer (arm, shoulder, knee) or themselves to tag or avoid getting caught/tagged.</p> <p>Evasive/Invasive Skills Children understand the movements needed (Running/Side Stepping) to 'Dodge' a player and how 'Agility' plays apart in attacking.</p>	<p>Attacking & Defending Children can apply attacking and defending skills into a game situation, for example can they successfully attack a space in capture the flag to earn a flag for their team.</p> <p>Evasive/Invasive Skills Children can demonstrate 'Dodging' and 'Weaving' as skills, using speed and agility at different variances in a game (E.g. slowing down and then accelerating to successfully beat a player or staying low in a ready position whilst side stepping for effective defending.</p>	<p>Attacking & Defending Children should now be able to apply these skills to any activity and more broadly in other game situations.</p> <p>Evasive/Invasive Skills Children can 'Dodge' and 'Weave' competently. They will start to use 'Out Witting' as a tool to help generate time and space.</p> <p>Tactics Children can show basic tactical understanding, for example when is the best time to attack, are there less defenders at a certain moment of the game.</p>	<p>Attacking & Defending Demonstrating high levels of competency across a range of activities dependant and thus preparing them for different sports further into the year.</p> <p>Evasive/Invasive Skills 'Out Witting' opponents using 'Faking' should be evident. E.g. Dropping of the shoulder and adding speed to pass a player. Tactics Communicate as a team, use player's strength to formulate when and how to attack or place certain players in defensive positions to play to their strengths.</p> <p>Strategic Thinking Further development may show strategies looking at opponents. For example, a team may decide a certain way to attack or defend based on the team they are playing. This shows a higher level of understanding and tactical awareness.</p>

Invasion Games (Handball)

Year 3	Year 4	Year 5	Year 6
<p align="center">Sending</p> <p>Children show familiarisation with object ball, and are able to send in various ways (Throw/Bounce/Roll/Give)</p> <p align="center">Receiving</p> <p>Children can show a ready position, with correct hand position to receive, as well as adjusting movements to catch (Side step, forward step etc.)</p>	<p align="center">Sending</p> <p>Can children send handball at different speeds and distances using various techniques.</p> <p align="center">Receiving</p> <p>Children show good control when receiving the ball, for example can they receive the ball whilst on the move (Run/turn).</p> <p align="center">Movement/Position</p> <p>Children should be aware of where good positions and spaces are in order to have time to send and receive the ball. For example, can children use previous evasive/invasive skills to get into an attacking space.</p>	<p align="center">Sending/Passing</p> <p>Can children pass successfully at different heights, speeds and distances in relation to receiver position. For example, if receiver is low and hands are to their side, can the sender recognise the pass to hands.</p> <p align="center">Receiving</p> <p>Can the receiver now show the knowledge of having the pass at different positions, by showing the sender using their hands where they want the ball. All this should be done whilst on the move. E.g. Children can they shield their hands away from a defender to receive the pass.</p> <p align="center">Movement/Position</p> <p>Can children can link good positions in terms of space to the right move tactically. For example, turn and weave around a defender in order to gain space just in time for the pass.</p>	<p align="center">Sending/Passing</p> <p>Children should now be competent at passing and sending through a range of techniques and situations. Passes should now be made based on tactical knowledge such as passing into the path of a team mate to gain fluidity and take time from opponent.</p> <p align="center">Receiving</p> <p>Children can receive passes and adjust to other factors such as height, speed, direction and distance of the pass. Can they shape their body position in order to not only catch but then position/pivot to link the next phase of play?</p> <p align="center">Movement/Position/Tactical Play</p> <p>Children can move cohesively as a team in a competitive game. E.g. Multiple players moving into spaces to create different options for the attack. Teams/players can show knowledge of who they are playing and play to strengths of their team members or the gaps in the opponent's game.</p>

Dance			
Year 3	Year 4	Year 5	Year 6
<p>Begin to improvise with a partner to create a simple dance.</p> <p>Use canon as a choreographic device Create motifs from different stimuli (ideas) to become a movement phrase.</p> <p>Perform with some awareness of rhythm and expression Practise and refine a taught dance</p>	<p>Confidently use the terms inversion mirroring, unison & canon and demonstrate when dancing.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Copy/perfrom a dances of contrasting styles. Can use a whole space safely</p>	<p>Compose individual, partner and group movement sequences that reflect the chosen dance genre.</p> <p>Show a change of pace and timing in their locomotor movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p>	<p>Use dramatic expression in dance movements and motifs.</p> <p>Link all movements and ensure that transitions flow.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent movement sequence.</p> <p>Move appropriately and with the required genre in relation to the stimulus, e.g. using various levels, locomotor movements and motifs.</p> <p>Move rhythmically and accurately in movement sequences.</p>

Gymnastics

Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Travelling Move with increasing confidence, including changes of direction, speed or level.</p> <p style="text-align: center;">Shapes & Balances Matching and contrasting partner balances.</p> <p style="text-align: center;">Rolls Straddled start, forward roll and Forward roll from standing</p> <p style="text-align: center;">Jumps Star jump, Straddle jump, Pike jump and Straight jump half-turn</p> <p style="text-align: center;">Vault Squat on vault and dismount Star jump off</p>	<p style="text-align: center;">Travelling Travel in different ways (Direction, Speed & Level), including using flight (Link to jumping).</p> <p style="text-align: center;">Shapes & Balances Perform 1, 2, 3 and 4- point balances within a group.</p> <p style="text-align: center;">Rolls Add Tucked backward roll into rolls</p> <p style="text-align: center;">Jumps Straight jump, full-turn and Cat leap half-turn</p> <p style="text-align: center;">Vault Straddle jump off and Pike jump off</p>	<p style="text-align: center;">Travelling & Linking Actions Combine equipment with movement to create sequences. Select movements that link smoothly into one another</p> <p style="text-align: center;">Shapes & Balances Develop competency of 1,2, 3 and 4 point balances. Now include Counter and partner balances</p> <p style="text-align: center;">Rolls In addition to previously learnt rolls children can Pike forward roll and Backward roll to straddle</p> <p style="text-align: center;">Jumps Split leap</p> <p style="text-align: center;">Vault Straddle on vault and Squat through vault</p>	<p style="text-align: center;">Travelling & Linking Actions Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p style="text-align: center;">Shapes & Balances Develop technique, control and complexity of part-weight partner balances Group formations</p> <p style="text-align: center;">Rolls Perform Pike backward roll and attempt Backward roll to standing pike</p> <p style="text-align: center;">Jumps Stag Leap</p> <p style="text-align: center;">Vault Straddle over vault</p>

Invasion Games (Basketball)

Year 3	Year 4	Year 5	Year 6
<p align="center">Sending</p> <p>Children show familiarisation with ball, and are able to send in various ways (Chest Throw/Bounce Pass/Give)</p> <p align="center">Receiving</p> <p>Children can show a ready position, with correct hand position to receive, as well as adjusting movements to catch (Side step, forward step etc.)</p> <p align="center">Dribbling</p> <p>Can children attempt to dribble on the spot/moving small distances using a variety of ways (2 hands/1 hand). Keep knees bent, and shoulders over the ball.</p>	<p align="center">Sending/Shooting</p> <p>Can children send basketball at different speeds and distances using various passing techniques. They can understand flight/path of ball to shoot at different targets.</p> <p align="center">Receiving</p> <p>Children show good control when receiving the ball, for example can they receive the ball whilst on the move (Run/turn).</p> <p align="center">Dribbling/Movement</p> <p>Children can now move at reasonable speed whilst maintaining a short dribble order to send the ball. For example, can children dribble to a space to give time to pass.</p>	<p align="center">Passing</p> <p>Can children pass successfully at different heights, speeds and distances in relation to receiver position. For example, if receiver is low and hands are to their side, can the sender recognise the pass to hands.</p> <p align="center">Shooting</p> <p>Can children use correct hand and body position in order to generate ball flight up and into a target area.</p> <p align="center">Dribbling/Movement</p> <p>Children can demonstrate consistent dribbling whilst changing direction and adjusting speeds.</p> <p align="center">Defending/Tackling</p> <p>Can children understand marking and guarding opponents. How to get low and get at the ball height to be able to tackle.</p>	<p align="center">Rules/Gameplay</p> <p>Use gameplay to go through double dribble, court area rulings.</p> <p align="center">Passing</p> <p>Successful passing whilst under pressure from opponents at different court situations.</p> <p align="center">Shooting</p> <p>Can children shoot at standard hoop with good technique and reasonable success. Can players back up any shot at the basket.</p> <p align="center">Dribbling/Movement</p> <p>Children can demonstrate turning and pivoting whilst maintaining a reasonable dribble.</p> <p align="center">Defending/Tackling</p> <p>Can children position themselves as a team in ways to intercept, defend spaces and mark in zones.</p>

Striking & Fielding (Rounders)

Year 3	Year 4	Year 5	Year 6
<p align="center">Ball Control</p> <p>To perform a range of actions, maintaining control of the ball, including gathering.</p> <p align="center">Catching</p> <p>To master the basic catching technique using 'Ready Position' and hand shape dependant on object. Can they catch with increasing control and accuracy?</p> <p align="center">Throwing</p> <p>To master the basic throwing technique. To throw a ball/object in different ways (e.g. high, low, fast or slow).</p> <p align="center">Striking/Hitting</p> <p>Can children use basic steps to attempt and have reasonable success at hitting an object ball. Feet and body position.</p>	<p align="center">Ball Control</p> <p>To perform a range of actions with the object such as gathering, whilst moving in different ways E.g. side stepping/lunging.</p> <p align="center">Catching</p> <p>Demonstrate good technique using 'Ready Position'. Demonstrating better outcomes and more catches from different ball positions/speeds. E.g. Ball coming from high, low, fast and slow.</p> <p align="center">Throwing</p> <p>Show good throwing technique in different ways E.g. Under/Over arm, Rolling and at varied distances.</p> <p align="center">Striking/Hitting</p> <p>Good success at hitting object all using different tools for striking (Tennis Racquet, Rounders Bat etc.) Are Feet and body position appropriate for striking?</p>	<p align="center">Throwing & Catching</p> <p>Children should now demonstrate good catching position whilst ball moving at varied speeds and heights, even if outcome is not consistent. Throwing should now be used in a variety of ways appropriate to game situation.</p> <p align="center">Fielding</p> <p>Can children show basic understanding of correct fielding positions (Bowler, Backstop). Can they spread evenly in the outfield in order to get the ball back to the bowler quickly and efficiently.</p> <p align="center">Striking/Hitting</p> <p>Can children use striking skills to hit object ball into spaces to give them greater chance of scoring. They should be able to adopt correct 'Ready Position' dependant on equipment used. (E.g. Rounders and Tennis-Sideways ready position).</p>	<p align="center">Throwing/Catching</p> <p>Be able to throw at various targets and distances with appropriate techniques and trajectories. E.g. Fielding from deep should show an over arm throw, high toward bowler area. Children can show a range of catching skills during a competitive game, using one and two hands.</p> <p align="center">Fielding/Awareness</p> <p>Children can demonstrate good fielding positioning and how it changes dependant on ball fielding (E.g. When a player throws from deep are fielders moving to support a short throw or back up the bowler).</p> <p align="center">Striking/Hitting/Batting</p> <p>Children can now understand and with reasonable success strike a variety of object balls (Tennis, Rounders) using appropriate techniques. They should be able to hit into spaces with variances in heights and distances. This shows knowledge how to bat effectively to score runs/rounders.</p>

Athletics

Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Running</p> <p>Can children adjust pace for different distances. Using arms to drive for power. Sprint Starts.</p> <p style="text-align: center;">Jumping</p> <p>Can children use both feet to jump. Can they use different movements to jump (Hop, Step)? Use arms/bent knees for take-off. Land safely.</p> <p style="text-align: center;">Throwing</p> <p>Show increasing control with over arm throw. Perform a push throw from shoulder.</p>	<p style="text-align: center;">Running</p> <p>Perform Sprint finishes. Baton relays, changeovers. Children should be able to change speed.</p> <p style="text-align: center;">Jumping</p> <p>Use a run up for the long jump. Standing triple jump (Hop, Skip & Jump). Understand trajectory of take offs for different jumps.</p> <p style="text-align: center;">Throwing</p> <p>Measure distance and set areas for throws. Pull throwing for discus throw.</p>	<p style="text-align: center;">Running</p> <p>Starting positions, low position for standing power (Increase rise of run to give Acceleration). Reaction timings to a Start. Correct running pace for specific distance. Link jumping to running, hurdles ready. Correct changeover for baton.</p> <p style="text-align: center;">Jumping</p> <p>Develop power from standing vertical jump. Perform standing triple jump. Can we jump with increased confidence? Landing safely.</p> <p style="text-align: center;">Throwing</p> <p>Perform a fling throw. Explore technique for Javelin, Discus and Shot putt.</p>	<p style="text-align: center;">Running</p> <p>Sprint finish pace. Increased Fluency with hurdles. Overtake safety and speed. Can they name different running distances and understand pace changes? Slick change overs with baton, hand low or high.</p> <p style="text-align: center;">Jumping</p> <p>Develop technique for vertical jump. Maintain control through triple jump with added speed for longer take off. Understand jumping events they may learn in the future. (High Jump etc.)</p> <p style="text-align: center;">Throwing</p> <p>Perform a heave throw. Use other throwing techniques previously learnt correct for event. Throw for longer distances. Can they show a variety of throws with reasonable technique?</p>

Ball Hitting/Striking & Fielding 2/Net & Wall

Year 3	Year 4	Year 5	Year 6
<p>Hit various still object balls with racquet, bat or stick.</p> <p>Hold striking object with correct hand position.</p> <p>Children can strike object into spaces.</p>	<p>Hit a moving ball, with racquet, bat or stick at targeted area.</p> <p>Serve underarm with racquet.</p> <p>Use forehand and backhand.</p> <p>Have a rally of 5 shots with partner.</p> <p>Perform a push shot/ pass with a hockey stick.</p>	<p>Direct the ball when striking (Any item) be use of correct body and hand positioning.</p> <p>Use backhand more frequently in tennis.</p> <p>Perform 'Hit' and 'Slap' shots with Hockey.</p> <p>Hit a bowled ball with and without bounce.</p> <p>Use different shots when rallying in tennis.</p>	<p>Direct/ Strike ball into spaces driven by tactical awareness of game. Can they hit the ball at different heights and distances based on need of the game?</p> <p>Exploration of skills/shots to benefit rules and the game situation. Use this in tennis, hockey, cricket and rounders. Can players hit a tennis ball into space to move opponent?</p> <p>Perform over arm serve in tennis with reasonable success.</p> <p>Bowling over and under arm in different sports. Can they bowl under arm in rounders and over arm style for cricket and baseball?</p>