



	EYFS (physical development)	Years 1 and 2	Years 3 and 4	Years 5 and 6
Games	<ul style="list-style-type: none"> <li>negotiate space and obstacles safely, with consideration for themselves and others (ELG)</li> <li>demonstrate strength, balance and coordination when playing (ELG)</li> <li>move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</li> <li>develop basic game-playing skills, in particular throwing and catching</li> </ul>	<ul style="list-style-type: none"> <li>develop basic game-playing skills, in particular throwing and catching</li> <li>play games based on net games (like tennis) and games based on striking and fielding games (like rounders and cricket)</li> <li>have an opportunity to play competitive sports one against one, in small groups and in small teams</li> <li>play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points</li> <li>use space to avoid opponents, keep the ball and score points</li> <li>have the opportunity to be physically active for sustained periods of time</li> </ul>	<ul style="list-style-type: none"> <li>learn how to outwit their opponents and score when playing invasion games</li> <li>play appropriately modified competitive games, for example tennis, netball and football</li> <li>develop skills in finding and using space to keep the ball</li> <li>play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills</li> <li>learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals</li> <li>have the opportunity to take part in inter-school competitions and friendlies</li> </ul>	<ul style="list-style-type: none"> <li>develop skilful attacking and team play</li> <li>learn how to work well as a team when attacking, and explore a range of ways to defend</li> <li>have a good understanding of the rules played in each sport e.g. High 5 Netball, Tag rugby, Kwik Cricket and begin to apply tactics to outwit their opponents</li> <li>demonstrate a greater awareness of good sportsmanship, fairness and respect whilst playing sport</li> <li>have the opportunity to take part in inter-school competitions and friendlies</li> </ul>

<p>Athletics</p>	<ul style="list-style-type: none"> <li>• explore running, jumping and throwing activities, and take part in simple challenges</li> </ul>	<ul style="list-style-type: none"> <li>• explore running, jumping and throwing activities, and take part in simple challenges and competitions</li> <li>• experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance</li> <li>• practise field events and different race types, in preparation for Sports Day.</li> </ul>	<ul style="list-style-type: none"> <li>• develop good basic running, jumping and throwing techniques</li> <li>• set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing</li> <li>• practise field events and different race types, in preparation for Sports Day.</li> </ul>	<ul style="list-style-type: none"> <li>• develop technical understanding of athletic activity</li> <li>• learn how to set targets and improve their performance in a range of running, jumping and throwing activities</li> <li>• practise field events and different race types, specific in preparation for Sports Day and inter-school competitions.</li> </ul>
<p>Dance</p>	<ul style="list-style-type: none"> <li>• focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills</li> <li>• work individually, in pairs, small groups and as a whole class</li> </ul>	<ul style="list-style-type: none"> <li>• focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills</li> <li>• work individually, in pairs, small groups and as a whole class</li> <li>• explore, remember, repeat and link a range of actions with coordination and control</li> <li>• compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, inspired by a range of stimuli</li> <li>• develop an awareness of the historical and cultural origins of different dance through a choice of themes</li> </ul>	<ul style="list-style-type: none"> <li>• perform dances focusing on creating, adapting and linking a range of dance actions.</li> <li>• begin to demonstrate an awareness of the expressive qualities of dance, inspired by a range of stimuli</li> <li>• use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</li> <li>• work individually, in pairs, small groups and as a whole class</li> <li>• focus on creating characters and narrative through movement and gesture</li> <li>• perform dances using a range of movement patterns</li> </ul>	<p>Culmination of previous work through a combined schools dance project with local dance artist Sam Moss.</p> <p>Year 5 performance at Jerwood Dance House - DanceEast</p>

Gymnastics		<ul style="list-style-type: none"> <li>• explore basic gymnastic actions on the floor</li> <li>• copy or create, remember and repeat, short movement phrases of 'like' and 'unlike' linked actions, e.g. two jumps (like), or one jump and one roll (unlike).</li> </ul>	<ul style="list-style-type: none"> <li>• focus on improving the quality of movement, e.g. by stretching fingers and pointing toes, to help produce tension and extension</li> <li>• plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed and level</li> <li>• learn more advanced moves including arabesque and cartwheels</li> </ul> <p>½ term to be spent in Year 3 at Pipers Vale (gymnastics centre)</p>	<ul style="list-style-type: none"> <li>• create longer sequences to perform for an audience using their knowledge of compositional principles (speed, level etc)</li> <li>• learn a wider range of actions and explore more difficult ways to perform.</li> <li>• learn more advanced moves including Y Balance and bridge</li> <li>• demonstrate increased flexibility, strength, technique, control and balance</li> </ul> <p>½ term to be spent in Year 5 at Pipers Vale (gymnastics centre)</p>
Swimming			<ul style="list-style-type: none"> <li>• learn to pace themselves in floating and swimming challenges related to speed, distance and personal survival</li> <li>• use recognised arm and leg actions, lying on their front and back</li> <li>• learn to swim unaided for a sustained period of time over a distance of at least 25 metres</li> <li>• perform safe self-rescue in different water-based situations</li> </ul> <p>Children attend intensive swimming course at local pool in the summer of both Year 3 and 4</p>	

