



	Invasion Games	Gymnastics	Dance	Net and Wall Games	Striking and Fielding	Multi Skills and Athletics
<p>KS1 (Year A)</p>	<p>1. Explore different ways of using a ball.</p> <p>2. Explore ways to send a ball or other equipment.</p> <p>3. Retrieve and stop a ball using different parts of the body. (A&D)</p> <p>4. Play a variety of running and avoiding games.</p> <p>5. Practice skills to make them warmer.</p> <p>6. Explain why they enjoy playing games and physical activities.</p> <p>7. Talk about what our bodies do during exercise e.g. breathing.</p> <p>8. Participate in team games.</p> <p>9. Develop simple attacking and defending techniques.</p> <p>10. Pass and receive a ball in different ways with increased control. (H&F)</p> <p>Core Task - The aim of the game is to</p>	<p>1. Respond to instructions and commands.</p> <p>2. Move between mats and small apparatus and change the speed of movement.</p> <p>3. Learn a variety of basic gym actions.</p> <p>4. Be still in different body shapes and balances and combine different ways of travelling. (A&D)</p> <p>5. Handle apparatus safely.</p> <p>6. Recognise how it feels when the body is tense.</p> <p>7. Discuss how the body changes during exercise.</p> <p>8. Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction. (H&F)</p> <p>Core Task - Choose 2 ways of travelling and make short movement phrase. Have a start and</p>	<p>1. Learn basic movements relating to feelings. (A&D)</p> <p>2. Show that they have a clear starting and finishing position.</p> <p>3. Respond to different music showing a range of emotions.</p> <p>4. Perform dance movements and simple routines using simple movement.</p>	<p>1. Focus on throwing and catching.</p> <p>2. Play games based on net games (like tennis and badminton). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. (A&D).</p> <p>3. Play running and avoiding games.</p> <p>4. Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath.</p> <p>5. Participate in team games.</p> <p>6. Pass and receive a ball in different ways with control and increased accuracy.</p> <p>7. Perform fielding techniques with increased control and co-ordination. (H&F).</p> <p>Core Task - The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played 1 v 1.</p>	<p>1. Be confident and safe in the spaces used to play games.</p> <p>2. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. (A&D).</p> <p>3. Understand that being active is good for them and fun.</p> <p>4. Participate in team games.</p> <p>5. Pass and receive a ball in different ways with control and increased accuracy.</p> <p>6. Perform fielding techniques with increased control and co-ordination. (H&F)</p> <p>Core Task - The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a</p>	<p>1. Take part in multiskills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</p> <p>3. Develop balance, agility and co-ordination. (A&D/H&F)</p> <p>Core Task - Chn to take it in turns to run 1 activity in the festival. Chn rotate round, staying at 1 station for 2-3 minutes. Teachers to assess balance, coordination and agility.</p>

	<p>throw bean bags into your opponents; hoop to score points. The game is played 1 v 1.</p>	<p>finish and what shape; they will be.</p>			<p>hoop before fielders; retrieve beanbags.</p>	
<p>KS1 (Year B)</p>	<ol style="list-style-type: none"> 1. Recognise the best ways to score points and stop points being scored. 2. Recognise how they work best with their partner. 3. Use different rules and tactics for invasion games. 4. Make it difficult for opponents. 5. Keep the ball and find best places to score. (S&A) 6. Watch others accurately. 7. Describe what they see and ask to copy others' ideas, skills and tactics. 8. Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath.) 9. Participate in team games. 	<ol style="list-style-type: none"> 1. Develop short sequences on their own. 2. Use imagination to find different ways of using apparatus. 3. Form simple sequences of different actions using floor and apparatus. 4. Have a clear start, middle and end. (S&A) 5. Have a clear focus when watching others perform. 6. Say when a movement or skill is performed well (aesthetic appreciation). 7. Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) 8. Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction (E&I) 	<ol style="list-style-type: none"> 1. Evaluate and improve a dance performance by recording and viewing their rehearsals. (S&A) 2. Use a range of vocabulary to describe moods and how dances make them feel. 3. Remember and repeat simple dance phrases. Perform dances using simple movement patterns. (E&I) 	<ol style="list-style-type: none"> 1. Use their skills to play end to end games, games over a barrier and fielding games. 2. Use their ability to solve problems and make decisions. (S&A). 3. Watch others and describe what is happening. 4. Talk about what they have done and how they did it. 5. Participate in team games. 6. Pass and receive a ball in different ways with control and increased accuracy. 7. Perform fielding techniques with increased control and co-ordination. (E&I) <p>Core Task - Net type. The aim is to score points by throwing or hitting a ball over a net so that it bounces twice. Play the game</p>	<ol style="list-style-type: none"> 1. Choose, use and vary simple tactics. (S&A). 2. Recognise good quality in performance. 3. Use information to improve their work. 4. Participate in team games. 5. Pass and receive a ball in different ways with control and increased accuracy. 6. Perform fielding techniques with increased control and co-ordination. (E&I) <p>Core Task - The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base. Play the game with 1 batter, one feeder and three fielders.</p>	<ol style="list-style-type: none"> 1. Take part in multiskills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. 2. Develop balance, agility and co-ordination. 3. Explore movement techniques with increased control. 4. How to run, throw and jump and perform these with increased control and co-ordination. (S&A/E&I) <p>Core Task - Chn to take it in turns to run 1 activity in the festival. Chn rotate round, staying at 1 station for 2-3 minutes. Teacher to assess balance, coordination and agility.</p>

	<p>10. Understand and develop tactics for attacking and defending.</p> <p>11. Pass and receive a ball in different ways with control and increased accuracy. (E&I)</p> <p>Core Task - Keep ball away from defender. Play 3v1 in 5-10m² with 4-8 cones scattered around in square. 3 attackers must keep ball away from defender using throwing and catching skills. Cannot move with ball and must touch cones with the ball to score. Can't touch same cones twice in a row.</p>	<p>Core Task - Create and perform a simple sequence on floor and using mats of up to four elements (eg balance roll, jump, body shape). Clear starting place and move smoothly between shapes and actions.</p>		<p>on a marked court, 2 v 2. 1 player should have a racket and the other is the 'feeder'.</p>		
<p>LKS2 (Year A)</p>	<p>1. Practise passing to a partner using a number of sending and receiving techniques.</p> <p>2. Improve accuracy of passes and use space to keep possession better.</p> <p>3. Remain in control of ball while travelling.</p> <p>4. Use communication skills to help others know where they are going.</p> <p>5. Look when travelling and what happens after</p>	<p>1. Develop and perform actions.</p> <p>2. Practice and concentrate on quality of movement.</p> <p>3. Link different balances moving in and out of positions of stillness.</p> <p>4. Transfer weight smoothly from one part of body to another.</p> <p>5. Use actions on floor and over, through,</p>	<p>1. Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement (A&D).</p> <p>2. Keep up an activity over a period of time and know what they need to warm up and cool down for dance. (H&F).</p>	<p>1. Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>2. Hit the ball with a racket.</p> <p>3. Use different shots (A&D).</p> <p>4. Play games using throwing and catching skills.</p>	<p>1. Consolidate and develop the range and consistency of their skills in striking and fielding games (A&D).</p> <p>2. Recognise how specific activities affect their bodies.</p> <p>3. Understand the importance of keeping warm (H&F).</p>	<p>1. Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.</p> <p>2. Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing (S&A).</p> <p>3. Recognise and describe what their bodies feel like during different types of activity.</p>

	<p>they have passed ball. (A&D).</p> <p>6. Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>7. Know which passes are best, tactics to keep possession.</p> <p>8. Find space to receive and support.</p> <p>9. Know what to think about when team has and hasn't got the ball.</p> <p>10. How to organise themselves differently to play each of the games successfully.</p> <p>11. Understand patterns of play- if ball is in a certain position where should players be. (\$&A)</p> <p>Core Task - Score points; by kicking ball into target area or knocking over skittle. Play 4v; 2 and then 4v;3 .</p>	<p>across and along apparatus. (A&D).</p> <p>6. Vary and apply actions on floor and apparatus.</p> <p>7. Copy a partner's sequence on floor and apparatus.</p> <p>8. Perform easy combinations of contrasting actions.</p> <p>9. Choose combinations that work in their sequences. How they devise sequences. (\$&A).</p> <p>Core Task - Using floor and apparatus, create and perform a sequence of contrasting actions.</p>		<p>5. Vary strength, length and direction of throw.</p> <p>6. Know how they can make it difficult for opponent to receive ball.</p> <p>7. Stand when receiving.</p> <p>8. Understand attack and defence tactics.</p> <p>9. Understand rules about the games. (\$&A)</p> <p>Core Task - Play 1v; 1 try to score points by throwing ball over a net and making it bounce twice. Then 2v;2 one with racket and partner to feed ball.</p>		<p>4. Describe what happens to their heart, breathing and temperature during different types of athletic activity (E&I).</p> <p>Core Task - Using different ways of travelling, e.g, running, walking, hopping and skipping. See how fast or far children can go in the challenge. E.g how many bean bags can you move in 5secs? How many cones can you touch in 15secs etc.</p>
<p>LKS2 (Year B)</p>	<p>1. Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>2. Score more regularly without making mistakes.</p> <p>3. Choose and adapt their techniques to keep</p>	<p>1. Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>2. Help them change sequences.</p> <p>3. Include changes of dynamics.</p>	<p>1. Explore and create characters and narratives in response to a range of stimuli. (\$&A)</p> <p>2. Describe, interpret and evaluate their own and others' dances, taking account of</p>	<p>1. Play games using throwing and catching skills.</p> <p>2. Vary strength, length and direction of throw.</p> <p>3. Understand how they can make it difficult for</p>	<p>1. Choose and use a range of simple tactics and strategies.</p> <p>2. Keep, adapt and make rules for striking and fielding games. (\$&A)</p>	<p>1. Run for short distances and times, and for longer distances and times.</p> <p>2. Keep a steady pace.</p> <p>3. Practise 5 basic jumps e.g. hop, step, jump.</p>

	<p>possession and give their team chance to shoot.</p> <p>4. Plan ideas and tactics similar across invasion games.</p> <p>5. Know what rules are needed to make games fair.</p> <p>6. Understand simple patterns of play. (S&A)</p> <p>7. Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>8. Know what they need to improve their game and what they need to practice. (E&I)</p> <p>Core Task – 4 v; 2 and 4 v; 3 on pitch 10 by 20 with end zones about 1m wide. To score, player must receive ball in end zone. Then they will get the opportunity to shoot at a goal.</p>	<p>4. Work with a partner.</p> <p>5. Adapt their sequences to include apparatus and to suit partner or small group. (S&A)</p> <p>6. Ask which parts of task they have completed and the ones they still need to practice.</p> <p>7. Compare and contrast similar performances.</p> <p>8. Suggest ways to improve the quality of sequence. (E&I)</p> <p>Core Task - Create and perform a simple sequence on floor and using mats; of up to four elements (eg balance roll, jump, body shape). Clear starting place and move smoothly between shapes and actions.</p>	<p>character and narrative. (E&I).</p>	<p>opponent to receive ball.</p> <p>4. Understand where to stand when receiving.</p> <p>5. Understand attack and defence tactics.</p> <p>6. Understand rules about the games. (S&A)</p> <p>7. Describe what they do and what they find hard.</p> <p>8. Talk about how to change the court to make it easier/harder.</p> <p>9. Say what they do well in a game and what they need help with and what they need to practice. (E&I)</p> <p>Core Task - Play 1 v; 1 try to score points by throwing ball over a net and making it bounce twice. Then 2 v; 2 one with racket and partner to feed ball.</p>	<p>3. Recognise good performance and identify the parts of a performance that need improving. (E&I)</p> <p>Core Task - Ask the children to make up a new striking and fielding game, with a scoring system. They should be able to play their game well and teach it to others.</p>	<p>4. Combine basic actions and form simple jump combinations.</p> <p>5. Throw into a target using slinging, pushing and pulling actions. (A&D)</p> <p>6. Describe and evaluate the effectiveness of performance and recognise aspects that need improving. (H&F)</p> <p>Core Task - Chn to work in small groups to investigate and compare the effectiveness of different styles of running e.g. short steps, long strides, straight arms, bent arms, swinging arms. Jumping, e.g. off one foot, two feet. Throwing e.g. underarm, overarm, pushing, pulling etc. Chn to decide which style they prefer and see if they can go faster, higher or further.</p>
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UKS2
(Year A)

<p>1. Show ways to keep ball away from defenders.</p> <p>2. How to shield the ball.</p> <p>3. Change speed, direction with ball to get away from defender.</p> <p>4. Shoot accurately in a variety of ways.</p> <p>5. Mark an opponent. (A&D)</p> <p>6. Watch and evaluate the success of the games they play in.</p> <p>7. Identify parts of the game that are going well and parts that need improving.</p> <p>8. Explain how confident they feel in different positions.</p> <p>9. Suggest what they need to practice to enjoy games more.</p> <p>10. Change pitch size to make games better. (E&I)</p> <p>Core Task - Play 5vs3 and then 5vs4 on pitch that is 20-30m wide and 30-40m long. One large goal at one end and two smaller ones at the other. Team with 5 attack large goal</p>	<p>1. Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>2. Control actions and combine them fluently.</p> <p>3. Be aware of extension, body tension and control.</p> <p>4. Move from floor to apparatus, change levels and move safely.</p> <p>5. Combine movements with other in a group (matching and mirroring). (A&D)</p> <p>6. Watch a performance and evaluate its success.</p> <p>7. Identify what was performed well and what needs improving.</p> <p>8. Choose a focus for improvement.</p> <p>9. Identify one or two aspects of their performance to practice and improve. (E&I).</p> <p>Core Task - Working with a partner or small group and using floor and mats create and perform a gymnastic sequence of at least 8 elements. Include change of direction and level and</p>	<p>1. Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. (A&D)</p> <p>2. Organise their own warm up and cool down activities to suit the dance.</p> <p>3. Show an understanding of why it is important. (H&F)</p>	<p>1. Hold and swing racket and where to stand on the court when hitting, catching and receiving.</p> <p>2. Hit the ball on both sides of the body and above head.</p> <p>3. Use different types of shots during a game. Improve accuracy. (A&D)</p> <p>4. Explain why they or others are playing well in the games.</p> <p>5. Know what they need to get better at and what to practice.</p> <p>6. Know how to change court to make easier.</p> <p>7. Understand practices to help with precision and consistency and speed about the court. (E&I)</p> <p>Core Task - Play game by hitting ball across court. Then making changes to net, court and rules.</p>	<p>1. Develop the range and consistency of their skills, especially in specific striking and fielding games. (A&S)</p> <p>2. Know how to warm up.</p> <p>3. Understand what to include in a warm up in order to improve performance.</p> <p>4. Understand why exercise is good for their fitness, health and well-being. (H&F)</p> <p>Core Task - The aim of the game is for a pair (1 batter and 1 runner) to score as many runs as possible. Play the game two against four. One of the pair bats while the other runs.</p>	<p>1. Choose their favourite ways of running, jumping and throwing.</p> <p>2. Choose the best equipment for different activities.</p> <p>3. Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>4. Plan to cover distances as a team to get the best results possible.</p> <p>5. Mark a run up for jumping and throwing.</p> <p>6. Set themselves and others targets in different events. (S&A)</p> <p>7. Watch a partner's athletic performance and identify the main strengths.</p> <p>8. Identify parts of the performance that need to be practised and refined, and suggest improvements. (E&I)</p> <p>Core Task - Measure how fast chn can run in: 5secs, 30secs and 2minutes. See if they can run faster to</p>
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	<p>and team with 3 attack 2 smaller goals.</p>	<p>matching and mirroring shapes and balances.</p>				<p>improve the distance. E.g run for shorter or longer times to reduce/increase effort. Use different courses e.g zigzag, circular, back and fourth. Run while dribbling a ball or using a baton. Work in a relay team. Design mixed relays that use different skills.</p>
<p>UKS2 (Year B)</p>	<ol style="list-style-type: none"> 1. Understand that when the team has ball they are attacking and when they haven't, they are defending. 2. Understand different ways of attacking and encourage them to use positions for their team carefully. 3. Understand different ways to attack and defend. 4. Choose right formations and tactics for attack and defence. 5. Know how they support other players in attack and defence. (S&A) 6. Understand how to get ready for games. 	<ol style="list-style-type: none"> 1. Make up a sequence and adapt it to different apparatus layouts. 2. Use combinations of dynamics (pathways) to use space effectively. 3. Make up own rule for longer, more complex sequences. 4. Plan a sequence and adapt it to limited equipment. 5. Work as a group and share roles fairly. 5. Investigate different ways of working with a partner or small group. 6. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) (S&A) 	<ol style="list-style-type: none"> 1. Explore, improvise and combine movement ideas fluently and effectively. (S&A) 2. Understand how a dance is formed and performed. 3. To evaluate, refine and develop their own and others' work. (E&I) 	<ol style="list-style-type: none"> 1. Devise a scoring system. 2. Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. 3. Know where to stand when attacking and defending. (S&A) 4. Explain why they or others are playing well in the games. 5. Know what they need to get better at and what to practice. 6. Understand how to change court to make it easier. 7. Understand practices to help with precision and consistency and 	<ol style="list-style-type: none"> 1. Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. (S&A) 2. Evaluate strengths and weaknesses in their own and others' performances and suggest improvements. (E&I) <p>Core Task - The aim of the game is for pairs to score as many runs as possible in an innings of a set length. Start with a three pair game. One pair bats, one pair field, and the third pair bowl and keeps wicket.</p>	<ol style="list-style-type: none"> 1. Develop the consistency of their actions in a number of events. 2. Increase the number of techniques they use. 3. Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. 4. Throw with greater control, accuracy and efficiency. 5. Perform a range of jumps showing power, control and consistency at both take off and landing. (A&D) 6. Understand why exercise is good for fitness, health and wellbeing.

	<p>7. Know some ideas for warm up exercises and routines.</p> <p>8. Know what makes a good warm up.</p> <p>9. Know what clothing and footwear is best to wear.</p> <p>10. Know how to check playing area.</p> <p>11. Know how playing invasion games helps your fitness and benefits of playing outside of school. (E&I)</p> <p>Core Task - Play 4v; 4 then 5 v; 5 on pitch 15-20m wide and 30-40m long. Goal at each end with shooting area. Play without goalkeepers to allow players to shoot. Then add goalkeepers.</p>	<p>7. Know how gymnastics promotes strength, power and suppleness.</p> <p>8. Understand the importance of warming up.</p> <p>9. Value of exercise outside of school day.</p> <p>10. Devise effective warm up for gymnastics.</p> <p>11. Set out and do risk assessments on apparatus. (H&F)</p> <p>Core Task - Create and perform floor and apparatus for an audience that will include at least 8-10 elements. Include twisting and turning, flight, changes of direction and speed and contrasting shapes and balances.</p>		<p>speed about the court. (E&I)</p> <p>Core Task - Play games and change size of net, court and equipment used. Play short tennis; singles and doubles; with rules in place.</p>		<p>7. Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. (H&F)</p> <p>Core Task - Chn to measure how long or high they can jump using standing jumps, jumps with run ups, combination jumps. Chn to use different ways to measure. Chn to measure how well they can throw e.g for height, distance, with run ups and using different equipment.</p>
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Community, Responsibility, Endeavour, Confidence, Curiosity, Grace
Massive Minds, Huge Hearts, Guided by God
“Like a tree, planted by streams of water, in all that we do, we will prosper”