

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Ks1 year a Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.	AUTUMN Gym based skills Y1: I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways. I can climb safely. Y2: I can use contrast in my sequences. My movements are controlled. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence. I can plan and show a sequence of moves. I can improve my sequence Games – invasion based skills Y1: I can throw underarm. I can roll a piece of equipment. I can move and stop safely.	SPRING Dance based skills Y1: I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely. I can dance imaginatively. Y2: I can change rhythm, speed, level and direction. I can dance with control and co-ordination. I can make a sequence by linking sections together. Games – net/wall based skills Y1: I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can kick in different ways. I can hit a ball with a bat.	SUMMER Games – strike and field based skills Y1: I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can hit a ball with a bat. I can follow rules. Y2: I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can use hitting in a game. Sports day preparation
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	I can catch with both hands. I can kick in different ways. I can hit a ball with a bat. I can follow rules. Y2: I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can use hitting, kicking and/or rolling in a game.	I can follow rules. Y2: I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can use hitting, kicking and/or rolling in a game.	
KS1 year b Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns	AUTUMN Gym based skills Y1: I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways.	SPRING Dance based skills Y1: I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely. I can dance imaginatively. Y2: I can change rhythm, speed, level and direction.	SUMMER Games – strike and field based skills Y1: I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can hit a ball with a bat. I can follow rules.

	I can climb safely. Y2: I can use contrast in my sequences. My movements are controlled. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence. I can plan and show a sequence of moves. I can improve my sequence Games – invasion based skills Y1: I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can kick in different ways. I can hit a ball with a bat. I can follow rules. Y2: I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can use hitting, kicking and/or rolling in a game.	I can dance with control and co-ordination. I can make a sequence by linking sections together. Games – net and wall based skills Y1: I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can hit a ball with a bat. I can follow rules. Y2: I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can use hitting in a game.	Y2: I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can use hitting in a game. Sports day preparation
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<u>Skills</u>	<u>Year 1</u>	<u>Year 2</u>
Health and fitness	I can describe how my body feels before, during and after an activity. I can show how to exercise safely.	I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to stay healthy.
Acquiring and developing skills.	I can copy actions. I can repeat actions and skills. I can move with control and care. I can copy and remember actions. I can move equipment carefully.	I can copy and remember actions. I can repeat and explore actions with control and coordination.

Evaluating and improving	I can talk about what I have done. I can describe what other people did. I can say how I could improve.	With help, I can recognise how performances could be improved. I can explain how my work is similar and different from that of others. I can use my comparison to improve my work.