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| National Curriculum | | Games | | Dance | | Gym | | Athletics | | Swimming | | Vocabulary |
| Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.  Develop flexibility, strength, technique, control and balance.  Take part in outdoor and adventurous activity challenges both individually and within a team.  Perform dances using a range of movement patterns.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Swimming:  Use a range of strokes effectively.  Swim competently, confidently and proficiently over a distance of at least 25 metres.  Perform safe self-rescue in different water-based situations. | | * Strike, throw and catch with control and clear sense of direction * Follow the formal rules of the game and demonstrate they can play fairly * Keep possession of a ball (with e.g. hockey stick, hands, feet) * Show awareness and accuracy in passing. | | * Vary speed and levels within a dance sequence * Link movements into dance sequences | | * Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling * Show changes of direction, speed and level during a gymnastic sequence * Create successful and stable balances and shapes * Decide on strategies, skills and equipment needed to complete a challenge based on previous experience | | * Sprint over a short distance * Pace running over longer distances * Develop technique to be able to throw further * Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate | |  | | Games  Striking, catching, own space, team, speed, direction, throw, kick, control, receive, passing, controlling, shooting, scoring, combination, attacking and defending, tactics, positioning, keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, make use of space, control, clear direction, formal rules, play fair, awareness, accuracy, points/goals, rules, batting, fielding, hitting,  Dance  Travel, stillness, direction, patterns, beginnings, middles and ends, space, body parts, levels, speed, copy, repeat, control and coordination, dynamics, dance phrases, space, action and reaction, vary speed, sequence, pattern,  Gym  Forwards, backwards, sideways, slow, roll, body parts, shape, jumping, climbing, points, position, jump, travel, stretch, wide, narrow, sequence, small, tall, straight, curved, balance, transition, apparatus, stretch, push, pull, step, spring, crawl, still, slowly, tall. Plan, fluent gymnastic, change in level, stable, strategies, skills and equipment, high, low, roll, copy, balance,  Athletics:  Run, speed, distance, standing position, sprint, pace, |
| Challenge | | | | | | | | | | | | |
| Personal | Social | | Cognitive | | Creative | | Physical | | Health and fitness | | Cultural capital | |
| -I can cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice  -I know where I am with my learning an di have begun to challenge myself  -I try several times if at first I don’t succeed and I ask for help when appropriate | -I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.  -I show patience and support others, listening well to them about our work. I am happy to show and tell about my ideas  -I can help praise and encourage others in their learning | | -I can understand ways(criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.  -I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.  -I can begin to order instructions, movements and skills, with help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. | | -I can link actions and develop sequences of movement that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.  -I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movement and expression.  -I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. | | -I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.  -I can perform and repeat longer sequences with clear shapes and controlled movements. I can select and apply a range of skills with good control and consistency.  -I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, direction or speed. | | -I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.  -I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.  -I can say how my body feels before, during and after exercise. I can use equipment appropriately and move and land safely. | | Olympic values  Teamwork  National pride and achievement  Resilience  Improvement of performance- setting goals  Learning to win and loose  Team player  ambitions | |