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| National Curriculum | | Games | | Dance | | Gym | | Athletics | | Swimming | | Vocabulary |
| * Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities. * 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. | | * Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination * Use basic tactics for attacking and defending | | * Copy, repeat and remember moves and shapes * Movement shows control and coordination * Perform a dance phrase with 2 or more joined movements / shapes | | * Move and jump with some control and awareness of space * Create a sequence using 2 or more linked actions * Show contrasts on use of body and shape (such as small, tall, straight, curved) * Balance on different points of the body, holding a still position * Improve their own work through watching and commenting on others work | |  | |  | | Games  Striking, catching, own space, team, speed, direction, throw, kick, control, receive, passing, controlling, shooting, scoring, combination, attacking and defending,  Dance  Travel, stillness, direction, patterns, beginnings, middles and ends, space, body parts, levels, speed, copy, repeat, control and coordination  Gym  Forwards, backwards, sideways, slow, roll, body parts, shape, jumping, climbing, points, position, jump, travel, stretch, wide, narrow, sequence, small, tall, straight, curved, balance, |
| Challenge | | | | | | | | | | | | |
| Personal | Social | | Cognitive | | Creative | | Physical | | Health and fitness | | Cultural capital | |
| -I know where I am with my learning and I have begun to challenge myself  -I try several times if at first I don’t succeed and ask for help when appropriate  -I can follow instructions, practise safely and work on simple tasks by myself | -I can show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas  -I can help praise and encourage others in their learning  -I can work sensibly with others, taking turns and sharing | | -I can understand the simple tactics of attacking and defending. I can explain what I am doing well and 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 understand and follow simple rules and can name some things I am good at. | | -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 movements and expressions  -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 explore and describe different movements | | -I can perform and repeat longer sequences with clear shape and controlled movement. 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 perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. | | - 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 use equipment appropriately and move and land safely.  -I am aware of why exercise is important for good health. | | Olympic values  Teamwork  National pride and achievement  Resilience  Improvement of performance- setting goals  Learning to win and loose  Team player  ambitions | |