



National Curriculum Sport & Games

PE1/1.1a 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

PE1/1.1b participate in team games, developing simple tactics for attacking and defending

PE1/1.1c perform dances using simple movement patterns.

	Basic Movement	Developing Balance	Agility and coordination	Team games	Movement patterns
Foundation Stage	<p>I can move in a variety of ways in and out of cones and obstacles.</p> <p>I can jump with both feet leaving the ground.</p> <p>I can hop on one leg.</p> <p>I can skip without a rope.</p> <p>I can stop on command.</p> <p>I can sprint and jog.</p>	<p>I can make a single balance.</p> <p>I can balance on one foot (either.)</p> <p>I can balance on a piece of apparatus.</p> <p>I can perform a side roll.</p>	<p>I can control a ball using my hand.</p> <p>I can throw a large ball - over arm and under arm.</p> <p>I can catch a large ball.</p> <p>I can roll a ball to an end target.</p> <p>I can kick a ball using the side of foot.</p> <p>I can catch a variety of objects.</p>	<p>I can play a team game.</p> <p>I am beginning to control a ball within a game setting.</p> <p>I am beginning to use hands to control a ball.</p> <p>Informal Peer coaching</p>	<p>I can copy basic movements and body patterns.</p> <p>I can vary the size of my body shapes.</p> <p>I can responds to the beat.</p>

<p>Year 1</p>	<p>I can use varying speeds when running. I can use a variety of footwork patterns. I can explore arm mobility. I can improve my short distance running by improving my body position. I can skip without a rope. I can jump for height and from height.</p>	<p>I can travel in different directions with control and fluency. (side to side, up and down) I can travel in different ways, showing clear transitions between movements. I can link combinations of movements and shapes with control. I can balance on a piece of apparatus working at different heights. I can explore and creates different pathways and patterns. Guided peer coaching through talk and demonstration</p>	<p>To master basic sending and receiving techniques. I can throw a medium sized ball - over arm and under arm. I can receive a ball with basic control. I can roll a ball to an end target. I can kick a ball with increasing accuracy to an end target. I can kick a ball with graded pressure. I can dribble a ball. I can balance a ball on a racket. I can strike a ball using a two handed grip. Beginning to develop hand-eye coordination.</p>	<p>Attack, defend, shoot I can participate in a game with an opposing side. I can control a ball within a game setting with a degree of accuracy. I can use hands to control a ball with increasing accuracy. I can play a game following a set of rules. Guided peer coaching through talk and demonstration</p>	<p>link in with learning theme (Great Fire of London) I can respond to range of stimuli. I can explore basic movements and body patterns. I can link 2 dance movements together. I can remember simple movements and dance steps. I can link movements to sounds and music. Guided peer coaching through talk and demonstration</p>
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<p>Year 2</p>	<p>I can run with agility and confidence. I can use the best jumping techniques for distance. I can throw different objects in a variety of ways. I can hurdle an obstacle and maintain effective running style. I can run for distance. I can complete an obstacle course with control and agility.</p>	<p>I can remember and repeat simple gymnastic actions with control. I can balance on isolated parts of the body using the floor and hold balance. I can develop a range of gymnastic moves, particularly balancing. I can link together a number of gymnastic actions into a sequence. I can explore ways of travelling around on large apparatus. I can create different pathways and patterns. I can choose and use a variety of gymnastic actions to make a sequence.</p>	<p>I can use hand-eye coordination to control a ball within a range of environments. I can throw and catch a small sized ball accurately. I can balance a ball on a bat I can dribble a ball in and out of a set of obstacles. I can hit a ball with some accuracy using a racket or bat I can throw a beanbag into a given target. I can confidently send the ball to others in a range of ways. I can use both hands and feet in order to control a ball.</p>	<p>I can participate in a game with an opposing side I can develop simple tactics and use them appropriately. I can control a ball within a game setting. I can play a game with a set of rules. I can play as part of a team and cooperate with team mates. I am beginning to develop an understanding of attacking/ defending. I understand the importance of rules in games. Independent peer coaching, use coaching cards and appropriate vocabulary to support each other</p>	<p>Dance to link in with learning theme (Responds imaginatively to stimuli.) I can link a short series of dance sequences together. I can copy and explore basic movements with clear control. I can vary levels, speed and direction within a sequence. I can use space well and negotiate space clearly. I can describe a short dance using appropriate vocabulary.</p>
<p>Health</p>	<p><u>Reception</u> To recognise what is happening to their bodies during exercise and why we warm up and cool down our muscles.</p>	<p><u>Year one</u> To begin to identify what is happening to their bodies when they exercise. Begin to talk about what they can do to stay healthy.</p>	<p><u>Year two</u> Use appropriate vocabulary to explain how their bodies are reacting when they exercise Explain the types of foods, which help keep them healthy and how they can maintain a healthy lifestyle.</p>		

Vocabulary	<u>Reception</u>	<u>Year one</u>	<u>Year two</u>		
	Healthy	Balance	Speed		
	Move	Exercise	Direction		
	Throw	Muscle	Balance		
	Jump	Movement	Flexibility		
	Height	Pattern	stamina		
	Forwards	Pass	Muscle		
		Sending	Stretching		
		Receiving	Competition		
		sequence			

Next Steps for extension of more able pupils

- To move, stop and remain still with balance and clarity of movement
- To repeat combinations of skills incorporating speed and direction
- To use a range of skills that make use of equipment with basic consistency and accuracy
- To be able to use their own and others ideas for movements, tactics and compositions
- To be able to identify skills actions and parts of sequences that are good quality.