



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> |

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| <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.