



Hoyle Court FMS progression grid





Hoyle Court Fundamental Movement Skill Progression Grids



EYFS

Reception		
Dance	Gymnastics	Body Management
DANCE, TWIST, TURN, RHYTHM, STEP, MUSIC, BEAT, STRETCH, FEET, CURL, HIGH, LOW, FAST, SLOW	BALANCE, CONTROL, FAST, HIGH, JUMP, LINK, LOW, STRETCH, PATTERN	CLIMB, STEP, FEET, ALTERNATE, ONE FOOT, BALANCE, STAND, STOP, REACH, STRETCH, HOLD, CARRY, TOUCH, CRAWL, JUMP, ROLL
<ul style="list-style-type: none"> To accurately replicate basic dance movements and enjoy participating in a broad range of activities. 	<ul style="list-style-type: none"> Developing basic movements such as jumping, changing direction, moving at speed and balancing Accurately replicate basic movements and enjoy participating in a broad range of activities. 	<ul style="list-style-type: none"> Developing balance, flexibility and body management. Gaining confidence in a variety of gross motor skills. Working with others.
<ul style="list-style-type: none"> Recognise that actions can be reproduced in time to music; beat patterns, and different speeds Perform a wide variety of dance actions, both similar and contrasting Copy, repeat and perform simple movement pattern Copy and repeat movement patterns. Work as an individual, in partners, and as a group. 	<ul style="list-style-type: none"> To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions 	<ul style="list-style-type: none"> Explore balance and managing own body, including manipulating small objects Able to stretch, reach, extend in a variety of ways and positions Able to control body and perform specific movements on command Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet Participate in a variety of small group co-operative activities.
<ul style="list-style-type: none"> Count and move to beats of 8 Can explore and copy more complex body actions and rhythms Can use their bodies to copy and create motifs from stories and topics e.g. animals, trees etc. Can respond with their bodies to different types of music. Can move around a space safely with more control. 	<ul style="list-style-type: none"> Develop take-off and landing position for jumps. Can accurately copy simple movements Refines shapes and jumps to improve coordination. 	<ul style="list-style-type: none"> Can respond imaginatively to stimuli. Can jump and land with further control Can control body movements with increased control

Reception		
Speed, Agility, Travel	Manipulation and Coordination	Cooperate and Solve Problems
PAUSE, PREPARE, FREEZE, HIGH, LOW, SWITCH, AGILITY, MUSIC, BEAT	CARRY, CRAWL, FEET, FREEZE, GRIPI, HANDS, HIGH, HOLD, HOP, JUMP, LOW, MUSIC, ONE FOOT, PAUSE, PREPARE, EYES	COOPERATE, TEAM, INDIVIDUAL, PARTNER, PAIR, WORK, CHOOSE, COLLECT, SUITS, DECK, CARDS, TRAIL, BODY, SHAPE, NUMBER
<ul style="list-style-type: none"> • Developing speed and agility in travel and movement 	<ul style="list-style-type: none"> • Developing speed and agility in travel and movement 	<ul style="list-style-type: none"> • Preparing for cooperative physical activities.
<ul style="list-style-type: none"> • Travel with some control and coordination • Change direction at speed through both choice and instructions • Stop, start, pause, prepare for and anticipate movement in a variety of situations • Agility-based activities moving and controlling objects • Recognise different actions such as: moving softly, quietly, quickly, powerfully • Relate body movements to music and percussion 	<ul style="list-style-type: none"> • Send and receive objects with different body parts. • Work with others to control objects in space. • Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways • Coordinate similar objects in a variety of ways • Differentiate ways to manoeuvre objects • Skip in isolation and with rope 	<ul style="list-style-type: none"> • Organise and match various items, images, colours and symbols • Work with a partner to listen, share ideas, question and choose • Move confidently and cooperatively in space • Copy and repeat various patterns and actions • Show an understanding of own feelings and others • Solve more complex tasks using skills learned • Work and play cooperatively and take turns.
<ul style="list-style-type: none"> • Demo agility in variety of games • Show increased and consistent control to stop & perform actions. • Recognise different techniques of jumping for speed and distance 	<ul style="list-style-type: none"> • Move small objects using dominant and non-dominant hand with increased control. • Push, hit, dribble accurately. • Use a piece of equipment to accurately steer objects. 	<ul style="list-style-type: none"> • Travel and accurately follow travel trails as an individual. • Move along a pathway /trail with supporting a partner. • Work with partner to form jumping patterns



Hoyle Court Fundamental Movement Skill Progression Grids



KS1

Dance		
	Year 1	Year 2
Vocab.	Canon, improvise, mirroring, motif, travel, unison gallop, statue, near, far, in and out, on the spot, own, beginning, middle, end fast, strong, gentle	Travel, turn, jump, gesture, stillness, mood, feelings, freeze, colours- black, blue, anger, mysterious, scary, stamp, punch, push, kick, pounce, curl, leap, stretch, body parts, action, motif, levels, speed, direction, shape, observe, perform, sink spread
N.C. Objectives	<ul style="list-style-type: none"> • Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills. • Change rhythm, speed, level and direction of their movements. • Create and perform dances using simple movement patterns, including those from different times and cultures. • Express and communicate ideas and feelings. 	
Key Learning/ Evidence of working at the expected standard	<ul style="list-style-type: none"> • Confident to explore space within their dances and movements • Identify similarities between gymnastics and dance/other physical activity • Recognise that dances can have themes and stories • Perform basic body actions along with music • Use different parts of the body, combine arm and leg actions • Perform with an awareness of body shape required • Remember and repeat simple movement patterns • Move with control and show spatial awareness • With help, compose a basic movement phrase • Work with a partner • Make some suggestions of how others can improve their work • Engage with the class to perform marching sequence and canon 	<ul style="list-style-type: none"> • Select movements that show a clear understanding of the theme/story/idea of the dance • Volunteer and show leadership in group dances • Show confidence to perform in front of others • Show some sense of dynamic, expressive and rhythmic qualities in their own dance • Use different parts of the body in isolation and combination • Perform with control and balance and demonstrating coordination • Explore and use basic choreography including levels, speed changes, unison and canon • Move with imagination responding the music • Perform with expression • Attempt to work as part of a group to perform a dance • Show engagement in task to perform with freedom e.g. freestyling • Able to comment on ideas and emotions and how they can be portrayed through dance
Possible evidence of greater depth understanding	<ul style="list-style-type: none"> • Copies and repeats simple dance actions confidently with control, co-ordination and spatial awareness. • Can create sequences of dance to a stimuli. • Can remember more complex movements and dance steps. 	<ul style="list-style-type: none"> • Can respond imaginatively to stimuli. • Can link most movements to show moods and feelings. • Can describe a short dance using appropriate vocabulary.

Gymnastics

	Year 1	Year 2
Vocab.	MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE, APPARATUS, REPEAT	WALK, JOG, SKIP, GALLOP, SIDE STEP, JUMP, MOBILITY, STRETCH, TALL, LONG, NARROW, STRAIGHT, SMALL, TUCK, SQUAT, CURL, WIDE, STAR, BACK, TUMMY, BOTTOM, KNEES, FEET, SHOULDERS, HANDS, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE
N.C. Objectives	<ul style="list-style-type: none"> • Children should develop core movement. • Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. 	
Evidence of Near Mastery	<ul style="list-style-type: none"> • Use words such as rolling, travelling, balancing, climbing • Can identify risks of working on and around apparatus • Decide which supporting concepts and actions to add to their sequence • Safely move and carry basic gym equipment such as mats and benches • Recognise like actions and link them together • Perform simple gymnastic actions and shapes • Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping • Show spinning and rocking in isolation and in short sequence • Make their body tense, relaxed, stretched and curled • Perform in unison and canon • Move on, off and over object with confidence • Value other's efforts when they perform; watch and listen • Communicate with a partner to create short sequence 	<ul style="list-style-type: none"> • Independently show creative flare, refining and developing during tasks • Comment on aspects of own and others performances • Perform with control and consistency basic actions at different speeds and on different levels • Create and perform a simple sequence • Show contrasts in gymnastics shapes and actions • Work to improve flexibility and strength • Attempt to use rhythm whilst performing a sequence • Use core strength to link gymnastic elements e.g. back support and half twist • Remember and repeat sequences • Develop character and maturity to work in close proximity with others • Reflect on own performance and use scoring system to judge performance
Evidence of Mastery	<ul style="list-style-type: none"> • Can link 2-3 simple movements in a pair. • Can perform different body shapes at different levels (apparatus) • Can balance with growing control. 	<ul style="list-style-type: none"> • Can offer advice to others on how to improve their sequence. • Can begin to describe their own work using gymnastics vocabulary. • Can begin to copy and remember a variety of movements and use these to create their own sequence.

Multi-skills	Year 1 Run, Jump and Throw	Year 2 Run, Jump and Throw
Vocab.	Balance, Space, Ball, Hand, Foot, Throw, Bounce, direction, straight, attack, defend, travel, pass	Balance, Space, Ball, Hand, Foot, Throw, Bounce, direction, straight, attack, defend, travel, pass Catching, dodge/dodging, dribble/dribbling, intercept, invasion, marking, overhead, possession, receive, space, underarm
N.C. Objectives	<ul style="list-style-type: none"> • Engage in competitive activities against self and others. • Master basic running, jumping and throwing skills. 	
Evidence of near mastery	<ul style="list-style-type: none"> • Demonstrate awareness for the need to improve and attempt to improve • Select correct skill for the situation • Can start and stop at speed, run in straight lines using a variety of speeds • Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. • Handle and throw a variety of different objects and attempt to throw for distance • Copy and repeat basic movements for extended periods of time developing stamina • Move a variety of objects quickly showing a range of techniques • Developed agility and coordination skills to competently take part in a range of activities • Work partner to help improve their performance • Apply knowledge of boundaries such as lanes & avoid impeding others • Participate in teams through a wide range of activities 	<ul style="list-style-type: none"> • Make choices about appropriate throws for different types of activity • Begin to make links between components of fitness e.g. strength and outcome i.e. length of throw • Can identify areas of activities that need improvement e.g. power in throws to throw further • Develop power, agility, coordination and balance over a variety of activities • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops • Can negotiate obstacles showing increased control of body and limbs • Use agility in running games • Apply skills in a variety of activities • Practise to improve skills • Discuss thoughts and feelings around physical challenges and what it means to be a team player • Work cooperatively to complete running, jumping and throwing tasks • Consider others when playing games to respect their space and boundaries
Evidence of mastery	<ul style="list-style-type: none"> • Beginning to receive and dribble confidently with a variety of equipment • Has increasing accuracy when attempting to hit a target. • Can use a range of throws with accuracy. 	<ul style="list-style-type: none"> • Make decisions about when /where to move in game to receive a ball which will have an effect on the game. • Can understand the difference between attacking and defending. • Develop simple tactics and use them appropriately • Beginning to show a change of tactic for attacking and defending (e.g. moving quickly when attacking but slowing opponent down when defending)

KS1- Striking and fielding

	Year 1 Hit, Catch and Run	Year 2 Hit, Catch and Run
Vocab.	strike, field, distance, fielder, throw, carry, Space, Safe, Stopping, Awareness, Control, Direction, Tracking, Aiming, underarm, Sending, Receiving	Awareness, Control, Balance, Space, Scanning, Awareness, Rolling, Tracking, Sending, Receiving, Aiming, Underarm throwing, Overarm throwing
N.C. Objectives	<ul style="list-style-type: none"> • Extend agility and coordination through throwing, catching and retrieving. • Participate in simple hit, catch and run games. • Score points through sending balls and running. 	
Evidence of near mastery	<ul style="list-style-type: none"> • Able to identify when a point has been scored and keep count of score • Can choose where to send the ball to maximise chance to score • Can make choices where to stand in the field to restrict runs scored • Catch a medium sized ball thrown over a short distance • Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency • Track balls and other equipment sent to them, moving in line with the ball to collect it • Run between bases to score points • Retrieve and return a ball to a base • Use a range of sending skills to put ball into space • Able to self-feed ball to hit off hand and strike ball off cone • Work collaboratively to score runs showing encouragement and support • Decide as a team the best positioning to intercept balls • Show awareness of team-mates fielding positions to restrict runs in a simple game scenario. 	<ul style="list-style-type: none"> • Make choices about where to hit the ball • Judge and change pace in a variety of running activities • Make tactical decisions about where to position themselves in the field • Has developed hitting skills with a variety of bats • Practised bowling/feeding a ball to other players • Run in a game to score points • Attempted to play the role of wicket keeper or backstop • Use skills as a team to prevent runs • Makes attempts to catch balls coming towards player in games • Can work in small groups to field and bat • Display sportsmanship when competing against others
Evidence of mastery	<ul style="list-style-type: none"> • Can pass and receive a ball in different ways with control and increased accuracy. • Understands the role of a fielder knowing where best to throw the ball in different situations. 	<ul style="list-style-type: none"> • Can choose, use and vary simple tactics. • Can recognize good quality in performance and other performances to improve own. • Can demonstrate consistent accuracy when hitting to score points.

KS1- Invasion games		
	Year 1 Attack, Defend, Compete	Year 2 Attack, Defend, Compete
Vocab.	run, throw, catch, speed, jump, stop, start, footwork, distance,	run, throw, catch, speed, jump, stop, start, footwork, distance, agility, technique, obstacle, hurdle,
N.C. Objectives	<ul style="list-style-type: none"> • Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • They should enjoy communicating, measuring and challenging their own success. They should enjoy collaborating with each other (relays etc.) • Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. 	
Evidence of Near Mastery	<ul style="list-style-type: none"> • Recognise rules and apply them in competitive and cooperative games • Make decisions about how to defend a target • Begin to engage in competitive activities • Roll, slide or throw a beanbag or ball with accuracy • Bounce a medium sized ball to self and attempt to bounce to others • Judge when and where to move to get in a defensive position • Attempt to intercept and catch a thrown ball • Work in collaboration with others to attack and score points 	<ul style="list-style-type: none"> • Select and apply a small range of simple tactics • Begin to look for space to pass into or run to in order to receive • Select the more appropriate skill to move forwards to shoot • Can send a ball using feet • Can receive a ball using feet • Link combinations of skills e.g. dribbling and passing with hands in isolation and combination • Can send a ball using hands • Can receive a ball using hands • Perform basic stopping and interception skills • Can play in a variety of positions in both defence and attack • Show awareness of teammates and opponents in games • Work with a partner and in small groups to develop skills
Evidence of Mastery	<ul style="list-style-type: none"> • Can jump from a standing position and land with control. • Can perform a variety of throws with increasing control. • Can run with a range of speed in a coordinated & fluent way. 	<ul style="list-style-type: none"> • Can hurdle an obstacle and maintain effective running style. • Complete an obstacle course with control and agility. • Can link movements in a coordinated & controlled way. • Beginning to perform running jumps with a degree of control and accuracy.

KS1- Net/Wall		
	Year 1 Send and Return	Year 2 Send and return
Vocab.	HIT, SEND, COLLECT, STOP, NET, THROW, ROLL, STRIKE, CATCH, BOWL, FEED, PICK UP, BATTER, HITTER, FOREHAND, BACKHAND, COURT	SERVE, BOUNCE, DROP, BADMINTON, TENNIS, VOLLEYBALL, SQUASH, SHUTTLECOCK, RACQUET
N.C. Objectives	<ul style="list-style-type: none"> • Extend coordination for hitting. • Participate in simple sending and receiving games. • Score points through sending balls using hitting skills to correct areas. 	
Evidence of Near Mastery	<ul style="list-style-type: none"> • Identify space to send a ball into • Identify tactics to outwit an opponent such as hitting to space • Can describe how they worked with their partner to send and receive • Able to send an object with increased confidence using hand or bat • Move towards a moving ball to return with hand or bat • Score points against opposition over a line/net • Select and apply skills to win points • Chase, stop and control balls and other objects such as beanbags and hoops • Track balls and other equipment sent to them, moving in line with the ball to collect or return • Work with a partner to send and return an object and play in a simple rally • Play cooperatively in a game situation 	<ul style="list-style-type: none"> • Decide on and play with dominant hand • Develop tactics to outwit your opponent so they cannot return the ball • Demonstrate basic sending skills in isolation and small games • Show agility to track the path of ball over a line/net and move towards it • Hit a ball using both hand and racquet with some consistency • Return a ball coming towards them using hand or racquet • Play in a modified game send and returning the ball over a line/net • Has developed hitting skills with a variety of bats • Start a game using basic serving skills • Develop collaborative teams skills
Evidence of Mastery	<ul style="list-style-type: none"> • Increasingly control balls and other objects such as beanbags and hoops often. • Recognise your actions impact others e.g. feeding a ball accurately and at correct pace. • Move towards and connect to a moving ball to return with hand or bat. 	<ul style="list-style-type: none"> • Demonstrate complex sending skills in isolation and small games • Recognise individual contribution and impact on a task • Using a range of serving skills. (underhand, overhand)



KS2

Dance				
	Year 3	Year 4	Year 5	Year 6
Vocab.	Link, motif, flow, dynamics, rhythm, expression, spatial pattern, timing, unison canon, repetition, push, pull, lift, turn, screw, press, rotate, jerk, swing, circle, shake.	Travel, jump, gesture, stillness, movement, action, character, describe, analyse, interpret, evaluate, communicate, unison, canon, mirror, match, repetition, mood, level, speed, direction, pathway, pose, dynamic, pivot, rotate, direction, speed, control, timing, rhythm.	Travel, turn, jump, gesture, stillness, balance, control, body posture, body tension, motif, phrase, accompaniment, timing, rhythm, crotchet, quaver, beat/count.	Travel, turn, jump, gesture, stillness, language of dance, character, expression, timing, space, dynamics, direction, evaluate, observe, stimuli, motif, dance phrase, structure, compositional elements, formations.
N.C. Objectives	<ul style="list-style-type: none"> Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures and to respond to a range of stimuli and accompaniment. Through dance, develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. 			
Evidence of Near Mastery	<ul style="list-style-type: none"> Contribute ideas to the structure of the dance Create basic actions as an individual and working with a partner Describe using appropriate language the features of dances performed by others Attempt to perform with a sense of dynamics Competently include props and other ideas in their dance Attempt short pieces of improvised dance responding to the structure/theme of the dance Share and create short dance phrases with a partner and in small groups Perform a range of recognised dance actions with some confidence e.g. do see do Perform movements with increased control Express moods and feelings throughout the dance piece Can decide with others which floor patterns/pathways to follow 	<ul style="list-style-type: none"> Use peer assessment to identify strength and weaknesses in performance Respond sensitively to professional work Refine, repeat and remember short dance phrases Perform with increasing musicality with control and confidence Perform dances with consistency Show rhythm and style when performing as an individual and with others Use devices to change actions individually and as a group e.g. facing, levels etc. Dance using a variety of formations confidently Show sensitivity to a dance idea/theme or story Showing self-control and maturity to perform a partner/group contact work 	<ul style="list-style-type: none"> Confidently participate in dances from different cultures/parts of the world Perform different styles of dance clearly and fluently Refine & improve dances adapting them to include use of space rhythm & expression Adapt their skills to meet the demands of a range of dance styles Incorporate levels and flight in to movement patterns and dances Create and use compositional ideas confidently such as pathways, step patterns and unison Recognise and comment on dances suggesting ways to improve Work collaboratively in groups to compose short dances 	<ul style="list-style-type: none"> Interpret different stimuli with imagination and flair Identify in others and self where good performance qualities are achieved Warm up and cool down independently Work creatively and imaginatively on their own, in pairs and in a group to create simple dances Implement skills from other activity areas e.g. gym and games to perform tasks Use recognised dance actions and adapt to create motifs and movement patterns Communicate the artistic intention of a dance clearly, fluently, musically and with control Practise and refine coordination skills through activities such as live aural setting / freeze frame When working in groups/pairs take the lead suggesting ideas and refining actions of others Use facial expression to communicate emotion and a further narrative Shows a clear change of pace and timing in their movements. Dances with fluency, linking all movements and ensuring they flow. Uses more complex dance vocabulary to compare and improve work.
Evidence of Mastery	<ul style="list-style-type: none"> Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. 	<ul style="list-style-type: none"> Can confidently improvise with a partner or on their own work. Modifies parts of a sequence as a result of self-evaluation. 	<ul style="list-style-type: none"> Uses the space provided to maximum potential. Improvise with some confidence, still demonstrating fluency across their sequence. Uses more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> Improvise with clear confidence, demonstrating fluency across their sequence. Demonstrates consistent precision when performing dance sequences. Demonstrates a strong imagination when creating own dance sequences and motifs.

Gymnastics				
	Year 3	Year 4	Year 5	Year 6
Vocab.	STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE TENSION, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,	STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE TENSION, EXTENSION, INVERTED, CONTRASTING LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE	STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, BASE OF SUPPORT, TENSION, EXTENSION, ASSISTED, COMPLEX, CONTRASTING LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE	STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, BASE OF SUPPORT, TENSION, EXTENSION, ASSISTED, COMPLEX, CONTRASTING LINK, SEQUENCE, MATCHING, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE
N.C. Objectives	<ul style="list-style-type: none"> Pupils should be taught to develop flexibility, strength, technique, control and balance. 			
Key Learning/ Evidence of working at the expected standard	<ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes Identify similarities and differences in sequences Perform sequences with contrasting actions Perform a range of increasingly challenging actions Show strength and flexibility to shapes and actions being performed Remember and repeat sequences Begin to show fluency in sequences and movement patterns Adapt basic sequences to include some apparatus Develop body management over a range of floor exercises Comment on others gymnastics sequences describing what they did well Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle 	<ul style="list-style-type: none"> Decide on ways to improve a piece of work using compositional elements and implement changes Apply a broader range of more challenging skills executed with precision Perform actions such as balance, body shapes and flight with control Develop an increased range of body actions and shapes to use in longer, more complex sequences Identify 'core muscles' and use them to improve quality of shapes and actions Challenge self to more complex versions of a skill/ action Show smooth transitions and flow in sequences Adapt actions and sequences to work with partners and small groups At key points, compare their performances to previous ones 	<ul style="list-style-type: none"> Selects a component for improvement and use guidance from others to do so Explain the significance of a warm up and how it relates to gymnastics activity Create longer and more complex sequences and adapt their performances Follow, copy and repeat others actions Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions Develop strength and flexibility to hold more complex balances and shapes such as bridge with control Attempt to perform more complex skills in isolation such as round-off Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls Work responsibly in trust exercises and when counterbalancing Perform symmetry and asymmetry individually, in pairs and as a group 	<ul style="list-style-type: none"> Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria Perform increasingly complex sequences Perform showing awareness of the judging criteria Compose and practice actions and relate to music Experience flight on and off of apparatus Show clarity, fluency, accuracy and consistency in their movements Lead group warm up demonstrating the importance of strength and flexibility Work independently and in small groups to make up sequences to perform to an audience
Possible evidence of greater depth understanding	<ul style="list-style-type: none"> Can evaluate similarities and differences between sequences. Shows flexibility in movements. Develops good technique when travelling, balancing, using equipment etc. 	<ul style="list-style-type: none"> Understands composition performing more complex sequences. Is developing strength, technique and flexibility throughout performances. Uses gymnastics vocabulary to describe how to improve and refine their own and their peer's performances. 	<ul style="list-style-type: none"> Analyse and comment on skills and techniques and how these are applied in their own and others' work. Understands composition by performing more complex sequences. Draw on what they know about strategy, tactics and composition when performing and evaluating. 	<ul style="list-style-type: none"> Analyse and comment on skills and techniques and how these are applied in their own and others' work. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.

KS2- Invasion Games- E.g. Netball/Bench ball/ Football/ Rugby				
	Year 3	Year 4	Year 5	Year 6
Vocab.	Pivot/pivoting, possession, man-to-man marking, mark/marketing, overhead, attack, defend, bounce pass, chest pass, intercept	Pivot/pivoting, possession, man-to-man marking, mark/marketing, overhead, attack, defend, bounce pass, chest pass, intercept, feigning, invasion, sidestepping, strategy	Pivot/pivoting, possession, man-to-man marking, mark/marketing, overhead, attack, defend, bounce pass, chest pass, intercept, feigning, invasion, sidestepping, strategy, tactics	Pivot/pivoting, possession, man-to-man marking, mark/marketing, overhead, attack, defend, bounce pass, chest pass, intercept, feigning, invasion, sidestepping, strategy, and tactics, shadowing,
N.C. Objectives	• Pupils should be taught to play competitive games, modified where appropriate, such as netball and bench ball and apply basic principles suitable for attacking and defending.			
Evidence of near mastery	<ul style="list-style-type: none"> Recognise when you need to defend Employ tactics to put opponents under pressure Being aware and able to undertake the demands different positions to support both attack defence Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football Can recall and show at least two key teaching points of a learned skill Play using basic rules of recognised game e.g. hockey or football Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball Show support, encouragement and good sportsmanship Work as part of a team to attack towards a goal 	<ul style="list-style-type: none"> Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball, play within positional restrictions Recognise how playing as a team can improve your communication skills Use and apply the basic rules of the game 	<ul style="list-style-type: none"> Play in formations and execute 'set plays' in game situations Explain the need for different tactics and attempt these in a game situation Know and apply the rules consistently in a game situation Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball Move balls over longer distances accurately Play in different positions with some success Learn how to mark Use specific learned skills to maintain possession during a game Use specific skills in a game to win a ball such as boxing out and rebounding Use appropriate language to explain their attacking and defensive play Covering a variety of specific skills or concepts, discuss how they can improve 	<ul style="list-style-type: none"> Make quicker decisions in games (on and off the ball) Suggest improvements to play in modified games Use a variety of techniques for passing, controlling, dribbling and shooting in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball. Able to track and control a rebound from shot (penalty or open play) Work collaboratively in a team to play and keep possession of the ball.
Evidence of Mastery	<ul style="list-style-type: none"> Stick to an opponent to make attacking difficult Identify danger and defend accordingly Consistently move into space to receive the ball 	<ul style="list-style-type: none"> Send and receive the ball with accuracy, controlling to score points/goals Recognise when to speed up and slow down play Begin to recognise how you can influence a game without having the ball 	<ul style="list-style-type: none"> Play in different positions with increasing success Recognise how you can influence a game without having the ball Recognise which tactic would work best during play 	<ul style="list-style-type: none"> Make quicker decisions in games resulting in a positive impact for their team (on and off the ball) Play in a variety of positions (attacking and defensive) with growing success. Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking

Net and Wall Games Tennis/Badminton/Table Tennis

	Year 3	Year 4	Year 5	Year 6
Vocab.	forehand, backhand, volley, overhead, rally, singles, doubles	court, target, net striking, hitting, defending, tactics, points	forehand, backhand, volley, overhead, rally, singles, doubles, court, target, net striking, hitting, defending, tactics, points, using width, using depth,	using width, using depth, changing direction, changing speed, defending court, covering court and partner
N.C. Objectives	<ul style="list-style-type: none"> Pupils should be taught to play competitive games of badminton, tennis and table tennis and apply basic principles suitable for attacking and defending 			
Evidence of Near Mastery	<ul style="list-style-type: none"> Keep count/score of a game Can discuss the different type of shots that may be used in a variety of situations Serve to begin a game Play a continuous game using: throwing and catching or some simple hitting Can play within boundaries Use a small range of basic racquet skills Move towards a ball/shuttle to return over a line/net Play over a net Show engagement in rallying activities to improve and progress Work with a partner to play in a doubles game 	<ul style="list-style-type: none"> Choose ways to send the ball to make it difficult for opponent to return Play the role of umpire to keep score Explore shots on both sides of the body and attempt with confidence Use a small range of racquet/hand skills Explore a range of recognised shots e.g. overhead, forehand etc. Able to return ball/shuttle to different areas of oppositions court Use basic defensive tactics to defend the court i.e. moving to different positions on the court Work with a partner / small groups to return a served ball/shuttle Play competitively with others and against others in modified games 	<ul style="list-style-type: none"> Cooperate and collaborate with others to play in a sportsman like way Recognise where they should stand on the court when playing on their own and with others Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment Select and apply a range of skills to move around the court e.g. lunge, shuffle etc. Apply some control when returning the ball/shuttle including foot placement, shot selection and aim Can apply with some success, a range of techniques to win points Demonstrate a variety of service shots in isolation and some game play Play with others with some flow to the game, keeping track of their own scores Suggest and lead warm ups that prepare the body appropriately for net/wall activities 	<ul style="list-style-type: none"> Make appropriate choices in games about the best shot to use Explain some of the tactics used in net/wall games Use forehand, backhand and overhead shots in isolation Use forehand, backhand and overhead shots with more confidence in games Start games with the appropriate serve Attempt more technical shots such as smash, where able use in a game Apply a range of defensive tactics in a game, individually and with a partner Begin to use full scoring systems Develop doubles play further implement basic positioning tactics (team play for volleyball) Use speaking and listening skills to umpire and play with peers without dispute
Evidence of Mastery	<ul style="list-style-type: none"> Can tap the ball off racket (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc.) with increasing success. Can tap the ball back and forth to partner with increasing control. Can demonstrate and use a forehand and backhand position. Can serve the tennis ball straight from hands, sometimes using one bounce if needed with some accuracy and control. 	<ul style="list-style-type: none"> Can serve the ball straight from hands to racket making sure it lands 'in' on the other side. Can bring racket to meet the ball for a forehand and backhand hit with increasing success. Can tap the ball back and forth to a partner over a small space with increasing accuracy and control. Can begin to analyse technique and offer improvements. Can begin to analyse others performance and identify their strengths and weaknesses. 	<ul style="list-style-type: none"> Can begin to add power and slice for different situations Beginning to develop a range of shots for attacking and defending Beginning to use different shots to set up attacking situations Beginning to use a swerve as a way of supporting their tactics Beginning to identify weaknesses in opponents and using this to their advantage. 	<ul style="list-style-type: none"> Can serve the ball accurately making opponents have to move to send it back. Can show a range of grips when demonstrating a backhand (continental, chopper, hammer grip) sometimes changing between. Can set up attacks using a range of different shots. Can turn a defence into an attack using a range of different shots.

Athletics Running/Throwing/Jumping				
	Year 3	Year 4	Year 5	Year 6
Vocab.	Field event, flight, hurdle, long jump, lead-leg, take-off, track,	Field event, flight, hurdle, long jump, triple jump, lead-leg, take-off, track,	Field event, flight, hurdle, long jump, triple jump, lead-leg, take-off, track, crouch start, landing, pull throw, push throw, standing start, standing vertical jump,	baton exchange, changeover zone, down sweep, relay, stride pattern, sprint, pacing, trail leg
N.C. Objectives	<ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • They should enjoy communicating, collaborating, competing with each other and evaluating their own success. • Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. 			
Evidence of near mastery	<ul style="list-style-type: none"> • Take part in basic scoring of different events • When questioned, show understanding of their individual role in team relay performance • Compete with others and record points • Link running and jumping activities with some fluency and consistency • Control movements and body actions in response to specific instructions • Jump for height and distance with control and balance • Run at different speeds according to event and instruction • Throw a variety of objects using different recognised throws • Throw more accurately and over greater distances • Run as part of a relay team • Identify how to improve own and others work and be tactful 	<ul style="list-style-type: none"> • Decide on ways to improve, run, jumps and throws and implement changes • Demonstrate patience and determination • Show differences between sprinting and running speeds over a variety of distances • Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone • Perform a range of jumps with consistency, sometimes approaching jump with a run up • Compete in running, jumping and throwing activities and compare their own performance with previous • Work with others to score and record distance and times accurately • Develop control in baton exchange and analyse as a team how to improve handover 	<ul style="list-style-type: none"> • Identify how they can change an activity by using the STEP principle • Distinguish between good and poor performances and suggest ways to improve self and others • Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes • Explore a range of baton handling activities and attempt to receive in restricted area • Perform a range of jumps in different activities • Demonstrate a range of throwing actions using different equipment with some consistency and control • Able to run as part of a team in relay style events and demonstrate max effort pace • Compare own performance with previous ones and demonstrate improvement to achieve personal best 	<ul style="list-style-type: none"> • Accurately and confidently judge across a range of athletics activities • Record accurately scores given in variety events • Demonstrate accuracy and good technique when throwing for distance • Show good technique and control for jumping activities • Use skill and knowledge of activity to confidently teach and lead others • Choose appropriate run up distance as an individual for athletic jumps • Use appropriate pace for different running distances • Demonstrate improvement when working with self and others • Use appropriate language to deliver a taught activity to their peers
Evidence of mastery	<ul style="list-style-type: none"> • Can perform a running jump with increasing accuracy. • Can run at speeds appropriate for the distance. • Can perform a variety of throws with increasing accuracy and distance • Can set up equipment safely • Can demonstrate a controlled technique for a range of throws • Can set up a competition and create a scoring system 	<ul style="list-style-type: none"> • Can explore different footwear patterns in particularly for triple jump. • Understand which technique is most effective when jumping for distance. • Can pass & receive the baton with increasing success • Can perform a running jump with more than one component e.g. hop and jump (triple jump). 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and with increasing independence, use with confidence. • Demonstrate good techniques in a competitive situation • Understands which technique is most effective when jumping for distance. 	<ul style="list-style-type: none"> • Can apply all previous learning to a range of different athletics event. • Can compare and contrast. running styles • Can suggest fitness exercises that can improve performance for a certain event. • Can coach a peer improving their performance.

Striking and Fielding Cricket, Rounders, Danish Longball				
	Year 3	Year 4	Year 5	Year 6
Vocab.	batting • fielding • bowler • wicket • tee • base • boundary • innings • rounder • backstop • score		• stance • the crease or batting point • non-striker • leg-side • offside • home base • pitch • over • innings	
N.C. Objectives	<ul style="list-style-type: none"> • Play in competitive games developing stamina and endurance. • Practice and use running, sprinting and dynamic balance in games • Work collaboratively to use basic tactics and strategies for batting and fielding. 			
Key Learning/ Evidence of working at the expected standard	<ul style="list-style-type: none"> • Adhere to some basic rules of recognised games such as rounders or cricket • Explain how fielders work together to restrict batter's runs • Apply simple tactics to choose where to hit the ball • Strike a ball with some consistency • Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling • Play in simplified games • Bowl accurately • Show ready position to catch a ball • Strike a stationary ball (off tee) with some consistency • Strike a bowled ball with some consistency • Field as a team to return the ball to the bowler/base effectively 	<ul style="list-style-type: none"> • With some consistency, choose where to direct a hit from a bowled ball • Use and apply the basic rules of the game • Apply speed and decision making to run safely between scoring markers e.g. stumps, posts • Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop • Track and intercept the ball along the ground sometimes collecting with one hand • Show more consistency in throwing and catching over a variety of distances • Bowling a recognised action with some consistency • Show fair play such as accepting when run out 	<ul style="list-style-type: none"> • Recognise where increased flexibility and power is an advantage in striking and fielding the ball • In a game situation, play using a range of simple tactics such as getting players out to restrict the attack. • Use and apply the basic rules of the game fairly and consistently • Choose where to hit the ball to maximise likely hood of scoring runs • Use a variety of shots in isolation and in a game situation • Throw with accuracy and consistency over short distances • Tracking flight of the ball to increase catching success • Begin to employ specific bowling techniques such as overarm in cricket • Show perseverance during the game and commitment to team • Work collaboratively with others to both score runs and in the field to restrict runs 	<ul style="list-style-type: none"> • Apply with consistency standard rules of (modified) games • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder • In rounders, use correctly the rules for running round bases • Strike a bowled ball and attempt a small range of shots • Attempt to track and catch high balls in isolation and game play • Increase accuracy using a range of bowling techniques e.g. overarm • Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting • Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas • Work collaboratively in teams to compete against themselves and others.
Possible evidence of greater depth understanding	<ul style="list-style-type: none"> • Identify how to improve own and others work and be tactful • Apply complex tactics to choose where to hit the ball • Strike a ball with increasing consistency 	<ul style="list-style-type: none"> • Bowling a recognised action with increasing accuracy. • With increasing consistency, choose where to direct a hit from a bowled ball. • Increasing consistency in throwing and catching over a variety of distances . 	<ul style="list-style-type: none"> • Choose and implement where to hit the ball to maximise likely hood of scoring runs • Use a variety of shots with increased control in isolation and in a game situation • Tracking flight of the ball and completing catches with increased consistency. 	<ul style="list-style-type: none"> • Identify ways you can support your batting partner. • Consistent and Increased accuracy using a range of bowling techniques e.g. overarm • Track and catch high balls in isolation and game play .

Team Games

	Year 3	Year 4	Year 5	Year 6
Vocab.	MAPS, DIAGRAMS, SCALE, SYMBOLS, ORIENTEERING, CONTROLS, CHALLENGES, PROBLEM-SOLVING, LEAD, FOLLOW, PLAN, TRUST	MAPS, DIAGRAMS, SCALE, SYMBOLS, ORIENTEERING, COMPASS, CHALLENGES, PROBLEM-SOLVING, LEAD, FOLLOW, PLAN, TRUST, SOLVE, CARDINAL POINTS	MAPS, DIAGRAMS, SCALE, SYMBOLS, ORIENTEERING, COMPASS, CHALLENGES, PROBLEM-SOLVING, LEAD, FOLLOW, PLAN, TRUST, SOLVE, TEAM, DESIGN, INSTRUCTIONS, EXTEND, ORIENT, MORSE CODE, DECIPHER, IDIVIDUAL	MAPS, DIAGRAMS, SCALE, SYMBOLS, ORIENTEERING, COMPASS, CHALLENGES, PROBLEM-SOLVING, LEAD, FOLLOW, PLAN, TRUST, SOLVE, TEAM, DESIGN, INSTRUCTIONS, EXTEND, ORIENT, KNOT
N.C. Objectives	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team • Take part in outdoor and adventurous activity challenges developing strength and flexibility • Apply a range of skills to complete a task • Compare performance with previous performance 			
Evidence of near mastery	<ul style="list-style-type: none"> • Describe their work and the strategies they use to solve problems • Independently identify factors needed to complete a task • Use acquired skills to create maps and directions • Identify and use symbols on a map to navigate • Play competitively and fairly implementing the rules • Participate safely, considering others • Perform with strength, stamina and endurance in more physical tasks • Lead others and be led • Can work with others to solve problems 	<ul style="list-style-type: none"> • Plan and refine strategies to solve problems • Identify what they have done well and suggest ways to improve • Work out answers from clues, working independently from teacher • Use maps, symbols and compass confidently to navigate • Confidently undertake tasks with time limits and other restrictions • Remember and recall map symbols and other relevant key information • Work well as part of a team or group within well-defined role • Listen and be directed by others 	<ul style="list-style-type: none"> • Recall and remember symbols, items and objects during task as an individual and team • Play a role in problem solving • Communicate using code • Work at a high intensity for sustained period of time whilst completing a task • Evidence results and keep score • Compete against others and perform under pressure • Explore and refine ways of communicating to best complete a set task • Put trust in others and demonstrate trustworthy behaviour 	<ul style="list-style-type: none"> • Use knowledge of games in PE to suggest adaptations and variations to games/activities • Follow instructions accurately • Use written description to identify objects • Refine and adapt ideas in group task • Use information given by others to complete a task and work collaboratively • Work collaboratively to perform a more complex task • Takes responsibility for a role in a task
Evidence of mastery	<ul style="list-style-type: none"> • To show adaptability within a wide range of activities. • To show consistent positive and effective communication 	<ul style="list-style-type: none"> • To offer successful strategies to help your team. • To implement ideas consistently 	<ul style="list-style-type: none"> • To lead and delegate roles and responsibilities to team-mates • To listen and communicate consistently with team-mates 	<ul style="list-style-type: none"> • To learn from successes and failures and create new strategies to be successful

Swimming and Water Safety	
Year 6	
Vocab.	stroke, aerobic, back crawl, backstroke, breaststroke, freestyle, dolphin, length,
N.C. Objectives	<ul style="list-style-type: none"> • Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. • To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations.
Evidence of near mastery.	<ul style="list-style-type: none"> • Understands basic pool safety skills and confidence in water. • Understands how to travel in vertical or horizontal position and introduce floats. • Can push and glide, any kick action on front and back with or without support aids. • Starting to develop entry and exit, travel further, float and submerge. • Shows a confidence in deeper water • Can tread water • Can swim a distance of at least 25m using a range of strokes. • Can perform safe self-rescue in different water-based situations.
Evidence of mastery.	<ul style="list-style-type: none"> • Can develop balance, link activities and travel further on whole stroke • Can show breathe control • Shows confidence and speed in a range of strokes, swimming for longer distances.