



Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance		<p>KS1 PE National Curriculum</p> <p>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</p>		<p>KS2 PE National Curriculum</p> <p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p>		<p>KS2 PE National Curriculum</p> <p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p>	
	<ul style="list-style-type: none"> To know and perform a star shape correctly To explore and create actions which resemble key words in a song To know and perform strong and controlled marches, in time with a simple beat To jump and land appropriately To use different types of jumps with control and balance To explore and create actions to link with a character To perform movements with fluency and gentle manner 	<ul style="list-style-type: none"> Create movements that resemble a specific theme/ character To use different levels within a dance to portray a character/ story To remember and repeat a short movement phrase in time with the beat and other group members To perform movements at different speeds to help tell a story <p>Children should be able to:</p> <ul style="list-style-type: none"> Create and link movements together which resemble a theme Use different levels within a dance to help portray a character/ story 	<ul style="list-style-type: none"> To explore, remember and link a range of actions, performing them with increasing control To compose and perform a short dance phrase that expresses the feelings and ideas of a given theme To compose and perform a short dance phrases which include elements of unison and/ or canon <p>Children should be able to:</p> <ul style="list-style-type: none"> Understand which Unison is and how it can improve performance Understand what Canon is and how it can improve performance Identify and use changes of Speed to show a theme of 	<ul style="list-style-type: none"> To explore and create movements which represent a theme To perform choreography in unison To create movements which are performed at different speeds To express movements which express emotions To create different movements with a partner which includes the idea of push/ pull or under/over <p>Children should be able to:</p> <ul style="list-style-type: none"> Perform in time with a controlled beat Create new actions that link to a theme Perform action with greater fluency 	<ul style="list-style-type: none"> To gain a basic understanding of circus skills and perform key movements to fit with the theme To know and perform circus style movements, highlighting key dynamics and shapes used To create and perform a short dance phase using different dynamics and expression to help communicate the theme <p>Children should be able to:</p> <ul style="list-style-type: none"> Perform action and balances with increased control and consistency Perform a range of actions and movements that portray a story 	<ul style="list-style-type: none"> To know the origins of the Olympics and the different countries that participate, as well as the sports To create movements which show a particular sport or Olympic event. To use different speeds and levels to enhance performance <p>Children should be able to:</p> <ul style="list-style-type: none"> Repeat short movement sequences in time with a beat and other group members Have a knowledge of how to use expression and emotion to support a theme or character 	<ul style="list-style-type: none"> To develop the use of unison, canon, levels and formations to portray a story To know when to use different speeds, levels and emotions to help convey the meaning of the dance <p>Children should be able to:</p> <ul style="list-style-type: none"> Be able to explore and link a range of actions and perform with control and fluency Create and perform a dance that expresses feelings linked to a theme



	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Explore and create actions linked to words or phrases • March in time to a beat • Perform movements and balances with control 	<ul style="list-style-type: none"> • Remember and repeat a short movement phrase in time with the beat and other group members • Identify when different levels and speeds have been used within a dance 	<p>portray a message or emotion</p>				
<p>Key Vocabulary</p>	<p>Marching, Star Shape, Stamp, Fast, Slow, Gentle, Graceful, feeling, levels, speed, unison, canon</p>		<p>Emotion, feeling, choreography, Marching, Star Shape, Stamp, Fast, Slow, Gentle, Graceful, feeling, levels, speed, unison, canon</p>		<p>Expression, Inspiration, choreography, formations, unison, canon, level, emotion, well being, flexibility</p>		



Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics		<p>KS1 PE National Curriculum</p> <p>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</p> <p>perform dances using simple movement patterns.</p>		<p>KS2 PE National Curriculum</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>KS2 PE National Curriculum</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
	<ul style="list-style-type: none"> To travel in a variety of ways To travel in different ways using short, long, fast and slow steps To jump and land safely To balance using different parts of the body To perform a rocking action To keep the body still in a controlled balance To think of how to keep safe when completing different movements To move confidently in different ways 	<ul style="list-style-type: none"> To move confidently in different ways, using changes in speed, level, direction and combinations To show control and balance when performing a range of jumps To perform and link different balances/shapes with control and strength To develop a range of different rocking actions To begin to perform a forward roll <p>Children should be able to:</p> <ul style="list-style-type: none"> Move confidently in different ways, including speed and direction in a sequence 	<ul style="list-style-type: none"> To further develop basic shapes and ways of travelling including with body weight, partly supported by hands To perform a range of jumps individually and as part of a sequence, demonstrating control and good balance To demonstrate strength and control when performing balances using different body parts To perform a forward roll with control and with a clear starting and finishing position <p>Children should be able to:</p> <ul style="list-style-type: none"> Travel with body weight supported by hands 	<ul style="list-style-type: none"> To develop and consolidate the use of lying and standing shapes To develop a high-quality movement when performing a range of jumping and rolling movements To link and move between different balances, showing control <p>Children should be able to:</p> <ul style="list-style-type: none"> Adapt travelling movements when on the floor or apparatus Have high quality of movement when performing a range of jumps To link and move between different balances 	<ul style="list-style-type: none"> To use a combination of support shapes in a sequence To take off and land with control and precision To select one or two balances from a wider range that can be used as part of a sequence To improve the quality of the forward roll and develop the ability to perform a backwards roll <p>Children should be able to:</p> <ul style="list-style-type: none"> Evaluate and improve a sequence Perform a sequence that includes a jump, balance and a roll Begin to use a backwards roll as part of a sequence 	<ul style="list-style-type: none"> To select and use a range of sitting, standing, support and lying shapes in a sequences To use rotations to increase the difficulty of a straight jump To use large body parts (inc. head) to perform a well-controlled balance To change start and finishing positions of a roll <p>Children should be able to:</p> <ul style="list-style-type: none"> Use rotations to increase the difficulty of a jump Select and use a range of sitting, standing and support shapes in a sequence Change the starting of finishing position of a roll to increase the difficulty 	<ul style="list-style-type: none"> To adapt, link and use a range of shapes To perform a range of jumps, including rotations as part of a sequence To develop balances on large body parts in a performance, including shoulder stand and v-sit To develop ability to take weight on their hands safely <p>Children should be able to:</p> <ul style="list-style-type: none"> Perform a range of shapes which include rotation as part of a sequence Use large body parts to perform a well-controlled balance Perform a sequence using a combination of previously taught rolls



	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Travel, jump and land safely • Move confidently in different ways, including speed and direction • Combine different actions and movements with ease and fluency 	<ul style="list-style-type: none"> • Perform a range of jumps with control and strength • Demonstrate a range of rocking and rolling actions 	<ul style="list-style-type: none"> • Perform jumps as part of a sequence with good balance when landing • Varying the range of body parts used to balance • Perform rocking actions linked with basic shapes eg. Pike, straddle, tuck 	<ul style="list-style-type: none"> • Perform sideways rolls with control and body tension 		<ul style="list-style-type: none"> • Assess the effectiveness of a performance 	<p>including travelling, jumping and balancing</p> <ul style="list-style-type: none"> • Identify areas of performances and suggest ways in which they can be improved
<p>Key vocabulary</p>	<p>Pike, tuck, straddle, ready position, travel, jump, land, level, direction, balance</p>			<p>Balance, roll, tuck, jump, balance, sequences, straddle,</p>		<p>Sequences, synchronization, element, excellence, rotation, lunge, hand stand, v-sit, admiration</p>	



Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games		<p>KS1 PE National Curriculum</p> <p>participate in team games, developing simple tactics for attacking and defending</p>		<p>KS2 PE National Curriculum</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>		<p>KS2 PE National Curriculum</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	
		<ul style="list-style-type: none"> • Drop and catch with two hands • Move a ball with feet • Throw and roll a variety of beanbags and larger balls to space • Kick larger balls to space • Stop a beanbag or large ball sent to them using feet • Attempt to stop a large ball sent to them using feet • Hit a ball with their hands • Run and stop when instructed • Move around showing limited 	<ul style="list-style-type: none"> • To move with control, changing direction and speed when playing and avoiding chasing games • To accurately throw underarm • To catch a large ball or a small ball with two hands consistently • To kick and strike a ball to a partner or at a target with accuracy and control • To move a ball around an area using the feet or a racket <p style="color: red; font-style: italic;">Children should be able to:</p>	<ul style="list-style-type: none"> • To dribble a ball, including changing speed and direction (hand and feet) • To throw underarm with increasing accuracy, including high to low, stationary and moving targets • To run after and towards a rolling or bouncing ball, retrieve and throw to return • To throw accurately with control and when moving • To strike a ball away from a partner or towards a target <p style="color: red; font-style: italic;">Children should be able to:</p>	<ul style="list-style-type: none"> • Dribble a ball with one hand/ foot with some control in game like situations • Use a variety of throwing techniques in game situations • Kick towards a partner in game situations • Catch a ball based to them with some success • Receive a ball sent to them using different parts of the foot • Strike a ball with varying techniques • Change direction with increasing speed in game situations • Use space with some success in game situations • Use simple tactics individually and within a team 	<ul style="list-style-type: none"> • Link dribbling the ball with other actions with increasing control • Change direction when dribbling with feet some control in game situations • Use a variety with increasing success in game situations • Kick with increasing success in game situations • Catch a ball passed to them using one or two hands with increasing success • Receive a ball using different parts of the foot under pressure • Strike a ball using varying techniques with increasing accuracy 	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with some control under pressure • Dribble with feet with some control under pressure • Use a variety of throwing techniques with some control under increasing pressure • Use a variety of kicking techniques with some control under increasing pressure • Catch and intercept a ball using one and two hands with some success in game situations • Receive a ball using different part of the foot under pressure with increasing control



	<p>awareness of others</p> <ul style="list-style-type: none"> • Make simple decisions in response to a situation <p>Children should be able to:</p> <ul style="list-style-type: none"> • Begin to manipulate bean bags and larger balls using hands and feet • Follow simple instructions involving movement • Begin to develop of awareness within a space 	<ul style="list-style-type: none"> • Accurately throw a ball or bean bag to themselves • Consistently chase and stop a rolling ball • Catch a ball or bean bag with some consistency • Kick a ball to a partner with control and some accuracy • Use feet to move a ball with some accuracy 	<ul style="list-style-type: none"> • Throw a small/ large ball to a partner • Dribble a ball using one or two hands • Kick a ball to a moving partner and use feet to dribble a ball with change in speed and direction • Use a racket to strike a ball to a partner in a rally 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Begin to dribble the ball in game situations • Begin to send a receive a ball in game situations • Show an awareness of keeping possession • Begin to show an awareness of tactics and creating space 	<ul style="list-style-type: none"> • Change direction to lose an opponent with some success • Create use space with some success in game situations • Use simple tactics to help their team score or gain possession <p>Children should be able to:</p> <ul style="list-style-type: none"> • Dribble with increasing success in game situations • Send and receive the ball with increasing success in a game situation • Begin to use a range of strategies to keep possession in a game situation • Show an awareness of simple tactics and strategies for creating space 	<ul style="list-style-type: none"> • Strike a ball using a wider range of skills under some pressure • Use a variety of techniques to change direction to lose an opponent • Create and use space for self and others with some success • Understand the need for tactics and can identify when to use them in different situations <p>Children should be able to:</p> <ul style="list-style-type: none"> • Dribble under increasing pressure in a game situation • Send and receive the ball under increasing pressure in a game situation • Keep possession of the ball under increasing pressure in a game situation • Begin to apply tactics in varying situations 	<p>Apply these under creasing pressure</p> <ul style="list-style-type: none"> • Confidently change direction to successfully outwit an opponent • Effectively create and use space for self and other to outwit an opponent • Work collaboratively to create tactics within their team and evaluate their effectiveness <p>Children should be able to:</p> <ul style="list-style-type: none"> • Dribble with the intention to outwit their opponent in a game situation • Send and receive with the intention to outwit their opponent in a game situation • Effectively use space to outwit their opponent in a game situation • Create tactics within a team and evaluate their effectiveness
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Key vocabulary	Underarm, control, dribble, speed, rally, accurate, direction, strike	Target, positioning, accuracy, grip, pass, move, stance, tactics	Formations, possession, wide, regain, outwit, tactics, evaluate
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Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FFA (Fundamentals, Fitness & Athletics)		<p>KS1 PE National Curriculum</p> <p>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</p>		<p>KS2 PE National Curriculum</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>		<p>KS2 PE National Curriculum</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	
	<ul style="list-style-type: none"> To follow stop and start instructions To hop and balance with control To change direction when moving at speed To demonstrate a star shape using different actions and movements 	<ul style="list-style-type: none"> To move with control, changing direction and speed when playing avoiding and chasing games To catch a large ball with two hands consistently To demonstrate good co-ordination skills when using hands to dribble a large ball To use an underarm throw to 	<ul style="list-style-type: none"> To move with increasing control, changing directions and speed when playing avoiding and chasing games To move in a range of different ways, showing increasing control and good balance To manoeuvre a tennis ball with good control using a tennis racket 	<ul style="list-style-type: none"> To perform jumps with the correct technique To use the correct sprinting technique To overarm throw for distance To adapt running technique over varying distances <p>Children should be able to:</p> <ul style="list-style-type: none"> Have an effective use of take off and landing techniques when jumping for distance 	<ul style="list-style-type: none"> To perform different jumps with increasing power and correct technique To use the correct sprinting technique To overarm throw for accuracy and distance To use pacing over different distance To demonstrate correct techniques of running, jumping and throwing, applying them into competition 	<ul style="list-style-type: none"> To perform a long jump and triple jump with correct technique To pace myself over different distances To use the correct over arm throw technique for distance To develop the shot put and apply it with increasing accuracy and control <p>Children should be able to:</p>	<ul style="list-style-type: none"> To perform the long and triple jumps with correct technique and increasing distance To pace myself over different distances To improve technique for baton change over and apply it consistently with accuracy and control To perform the shot put and javelin throw techniques with consistency, fluency and control



	<ul style="list-style-type: none"> To demonstrate increasing control when throwing a small object at a target and when catching or bouncing a ball To kick a large ball, showing control and the ability to stop, start and change direction <p>Children should be able to:</p> <ul style="list-style-type: none"> Demonstrate control when rolling, patting, throwing an object Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, striking and aiming Track the flight of an object 	<p>accurately send a ball or bean bag or small ball with two hands</p> <ul style="list-style-type: none"> <p>Children should be able to:</p> <ul style="list-style-type: none"> Move with control, changing direction and speed when playing avoiding and chasing games Accurately throw a ball or bean bag to themselves Catch a ball or bean bag with some consistency Dribble a basketball with two hands Begin to recognise good examples of specific skills 	<ul style="list-style-type: none"> To use one or two hands to dribble a ball, including changing speed and direction To dribble a ball using feet, including changes of speed and direction To use two hands to send a barge accurately <p>Children should be able to:</p> <ul style="list-style-type: none"> Throw a small/ large ball to a partner Dribble a ball using one or two hands Use feet to dribble a ball with changes in speed and direction Use a racket to manoeuvre a ball along the floor 	<ul style="list-style-type: none"> Have an understanding of how to apply pacing during running challenges Show an effective sprint technique 	<p>Children should be able to:</p> <ul style="list-style-type: none"> Perform a standing long jump with increased control Increased power when performing different types of throw Change pace at different parts of running activity including sprint finish 	<ul style="list-style-type: none"> Use a linked combination of jumping techniques with control Perform the technique for a shot put throw using a small ball Understand how to improve stamina 	<p>Children should be able to:</p> <ul style="list-style-type: none"> Perform a triple jump with good technique for all 3 elements Apply knowledge from other areas to perform javelin throw with power and accuracy Use the correct starting technique for sprinting activities
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Key vocabulary	Control, jogging, beating, aching, underarm, control, attack, dribble, accurate, space	Cardiovascular, sprinting, determination, inspiration, landing, perseverance, pace, resilience	Cardiovascular, sprinting, determination, inspiration, landing, perseverance, pace, resilience, hop, skip, jump, accuracy, power, fluency, control
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Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA				<p><i>KS2 PE National Curriculum</i></p> <p>take part in outdoor and adventurous activities challenges both individually and within a team</p>		<p><i>KS2 PE National Curriculum</i></p> <p>take part in outdoor and adventurous activities challenges both individually and within a team</p>	
				<ul style="list-style-type: none"> • Communicate with others • Orientate themselves with increasing confidence and accuracy around a short trail • Identify and use effective communication to begin to work as a team. Identify symbols as a key • Begin to choose equipment that is appropriate for an activity • Communicate with others • Begun to complete activities in a set period of time • Begin to offer an evaluation of personal 	<ul style="list-style-type: none"> • Communicate clearly with others • Work as part of a team • Begin to use a map to complete an orienteering course • Complete orienteering course more than once and begin to identify ways of improving completion time • Offer an evaluation of both personal performances and activities • Start to improve trails to increase the challenge of the course • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements 	<ul style="list-style-type: none"> • Communicate clearly and effectively with others • Work effectively as part of a team • Successfully use a map to complete an orienteering course • Begin to use a compass for navigation • Complete an orienteering course on multiple occasions, in a quicker time due to improved technique • Offer a detailed and effective evaluation of both personal performances and activities • Improve a trail to increase the challenge of the course 	<ul style="list-style-type: none"> • Communicate clearly and effectively with others when under pressure • Work effectively as part of a team, demonstrating leadership skills when necessary • Successfully use a map to complete an orienteering course • Use a compass for navigation • Organise an event for others • Complete an orienteering course on multiple occasions, in a quicker time due to improved technique • Offer a detailed and effective evaluation of both personal performances and



				<p>performances and activities</p> <ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of performance • Describe how their performance improved over time 	<ul style="list-style-type: none"> • Modify their use of skills or techniques to achieve a better result 	<ul style="list-style-type: none"> • Choose and use criteria to evaluate own and other's performances • Explain why they have used particular skills or techniques and the effect they have had on their own performance 	<p>activities with an aim of increasing challenge and improving performance</p> <ul style="list-style-type: none"> • Listen to feedback and improve an orienteering course • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements
Key vocabulary				Teamwork, Instructions, Problem solving, Direction, Maps, orienteering	Rules, Competition, Move/Travel Safely, Instruction, Route, Trust, Team Building, Problem Solving, Strategy, Communication		

Swimming (KS2)

<u>Beginners</u>	<u>Developing</u>	<u>Intermediate</u>
<p>Submerge and regain water feet in the water</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased</p>



<p>Glide on front and back over short distances</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>
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Social, Emotional, Thinking

	<u>EYFS</u>	<u>1,2</u>	<u>3,4</u>	<u>5/6</u>
<u>Social</u>	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>	<p>Encourage and motivate others to work to their personal best</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>
<u>Emotional</u>	<p>Try again if they do not succeed.</p> <p>Practice new skills independently</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others</p>	<p>Persevere when finding a challenge difficult</p> <p>Understand what their best looks like</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently</p>



				Confident to attempt tasks and challenges outside of their comfort zone.
<u>Thinking</u>	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>

Children can:	Children can:	Children can:	Children can:
<ul style="list-style-type: none"> discuss artwork by famous artists 	<ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; talk about their key artist for the term. 	<ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; talk about their key artist for the term. 	<ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; talk about their key artist for the term.



Sporting Curriculum Coverage Map

Year Group	EYFS	1	2/3	3/4	5	6
Term 1	The Olympics - Intro to movement	Multi Skills - Bat and Ball Multi Skills - Throwing and Catching	Tennis OAA	Tennis Cricket	Cricket Swimming	Cricket Swimming
Term 2	Dance FunS	Dance Cricket	Dance Cricket	Dance Hockey	Football Swimming	Basketball Swimming
Term 3	Gymnastics FunS	Gymnastics FunS	Gymnastics Hockey	Gymnastics Tag Rugby	Gymnastics Swimming	Gymnastics Swimming
Term 4	FunS Games	Games FunS	Netball Games	Health and Fitness OAA	Dance Swimming	Basketball Swimming
Term 5	FunS Dance	Games Health and Fitness	Health and Fitness Swimming	Rounders Swimming	Basketball OAA	Hockey Health and Fitness
Term 6	Athletics FunS	Athletics Striking and fielding	Athletics Swimming	Athletics Swimming	Athletics Tennis	Athletics Dance