

| Disciplinary knowledge To be a sportsman | | | | | |
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| KS1 | | | | | |
| Year Group | Basic movement | Developing balance | Agility and coordination | Team games | Movement patterns |
| Foundation Stage | Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the group Hop Stop on command Sprint Run | Single balance Balancing on one foot Be able to balance on a piece of apparatus | Be able to throw and catch a large ball – over arm and under arm Roll a ball to an end target Kick a ball | Be able to participate in a game with an opposing side Be able to control a ball within a game setting Use hands to control a ball | Dance to link in with learning theme Copy a dance pattern Link 2 dance movements together |
| 1 | Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the group Hop Stop on command Sprint Run Skip without a rope Jump for height | Single balance Balancing on one foot Be able to balance on a piece of apparatus Side roll Climb Line walk | Be able to throw and catch a large ball – over arm and under arm Roll a ball to an end target Kick a ball with increasing accuracy to an end target Dribble a ball Balance a ball on a racket Two handed strike | Be able to participate in a game with an opposing side Be able to control a ball within a game setting Use hands to control a ball with increasing accuracy Be able to play a game following a set of rules | Dance to link in with learning theme Copy a dance pattern Move to a beat Link 2 dance movements together |
| 2 | Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the group Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop Jump for distance | Single balance Balancing on one foot Be able to balance on a piece of apparatus Side roll Climb Line walk Bench walk | Be able to throw and catch a medium sized ball accurately Kick a ball Balance a ball on a bat Dribble a ball in and out of a set of obstacles. Hit a ball with some accuracy using a racket or bat Throw a beanbag into a given target | Be able to participate in a game with an opposing side Be able to control a ball within a game setting Play a game with a set of rules Play as part of a team Cooperate with team mates Work as a team in order to score goals Control a ball accurately Use both hands and feet in order to control a ball. | Dance to link in with learning theme Copy a dance pattern Move to a beat Link a short series of dance sequences together |
| KS2 | | | | | |
| | Swimming | Control and Balance | Competitive games | Movement patterns | |
| 3 | | Can bounce a ball on the spot with consistency Can perform a basic log, egg, shoulder and forward roll. | Participate in team games Develop simple tactics for attacking and defending Succeed and excel (in competitive sport) and other physically demanding activities. | Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. | |
| 4 | Put face in water and blow bubbles Fully submerge under water Be able to swim 20metres across the pool without support To swim 10metres front crawl and back stroke | Can bounce a ball on the spot with consistency Can perform a basic log, egg, shoulder and forward roll. Responds imaginatively and with control and coordination Uses different body parts Can vary dynamics, speed, direction and level of their movements | Participate in team games Develop simple tactics for attacking and defending Play competitive games, modified where appropriate. Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations | Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed/level and direction, Apply basic compositional ideas to create dance phrases with a partner and in a small group. | |
| 5 | Put face in water and blow bubbles Fully submerge under water Be able to swim 20metres across the pool without support To swim 10metres front crawl and back stroke | Can bounce a ball on the spot with consistency Responds imaginatively and with control and coordination Uses different body parts Can vary dynamics, speed, direction and level of their movements Can travel whilst bouncing a ball, showing control Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll. | Participate in team games Play competitive games, modified where appropriate through team and individual games Develop simple tactics for attacking and defending Apply basic principles suitable for attacking and defending Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations | Create and perform a short sequence linking basic actions, with a clear beginning, middle and end. Choose and link actions to create an expressive dance which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed ,level and direction. Apply basic compositional ideas to create dance phrases with a partner and in a small group. | |

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| | | Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement. | | Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance. Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. |
| 6 | To Be able to swim 25meteres any style, unsupported. | <p>Can bounce a ball on the spot with consistency</p> <p>Responds imaginatively and with control and coordination</p> <p>Uses different body parts</p> <p>Can travel whilst bouncing a ball, showing control</p> <p>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.</p> <p>Using either hand can dribble showing changes of speed and direction.</p> <p>Perform a range of rolls consistently including a backward roll.</p> <p>Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</p> <p>Can incorporate different dynamics and develop new actions with a partner and in a group.</p> | <p>Participate in team games</p> <p>Play competitive games, modified where appropriate through team and individual games</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations</p> <p>Develop an understanding of how to improve in different physical activities and sports.</p> | <p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>Plan and perform a movement sequence showing contrasts in speed/level and direction,</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>Compare,develop and adapt movement motifs to create longer dances.From observations of others can you describe constructively how to refine, improve and modify performance?</p> <p>Refine own performance in response to others and self-analysis.</p> |