

Breadth of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics 	- Know how to go up steps or stairs or climbing apparatus using alternate feet, maintain balance and stability - Know how to move safely in space in a variety of ways such as crawling, walking, running, jumping, skipping and hopping - Know how to maintain balance using hands and body to stabilise	- Know how to travel with confidence and skill – over, under, around and through climbing and balancing equipment - Know how to jump off an object and land on two feet safely - Know how to move safely in space in a variety of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	- Know how to remember actions - Know how to move with some control and awareness of space - Know that linking two or more actions together makes a sequence - Know that there are contrasts in gymnastics – such as small/tall, straight/curved and wide/narrow - Know that they can travel by rolling forwards, backwards and sideways - Know how to hold a position whilst balancing on different points of the body - Know the importance of climbing safely on equipment - Know how to stretch and curl to develop flexibility - Know how to jump in a variety of ways and land with increasing control and balance	- Know how to do the following with a partner in synchronisation using a greater range of apparatus and with more accuracy and finesse: - Copy and remember actions - Move with some control and awareness of space - Link two or more actions together to make a sequence - Show contrasts – such as small/tall, straight/curved and wide/narrow - Travel by rolling forwards, backwards and sideways - Hold a position whilst balancing on different points of the body - Climb safely on equipment - Stretch and curl to develop flexibility - Jump in a variety of ways and land with increasing control and balance	- Know how to use a greater number of their own ideas for movement in response to a task - Know that they can adapt sequences to suit different types of apparatus and their partners ability - Know that strength and suppleness affect performances - Know how to compare and contrast gymnastic sequences, commenting on similarities	- Know how to work in a controlled way - Know how to include change of speed in their work - Know how to include change of direction in their work - Know how to include a range of shapes in their work - Know how to follow a set of rules to create a sequence - Know how to work with a partner to create, repeat, and improve a sequence with at least three phrases in it	- Know how to make complex or extended sequences - Know how to combine action, balance and shape - Know the importance of performing consistently to different audiences - Know that it is important that movements are accurate, clear and consistent	- Know how to combine their own work with that of others - Know how to link specific sequences to specific timings - Know that it is important to show precision, control and fluency in their work
Athletics 	- Know how to jump up in the air with two feet leaving the ground - Know how to jump forward a small distance	Know how to throw, catch, run and jump	Know a wider range of skills in running, jumping, throwing and catching	Know a range of different throws, jumps and catches with increased accuracy	- Know how to run at fast, medium and slow speeds, changing direction and speed - Know the importance of being able to link running and jumping activities with some fluency, control and consistency - Know how to make up and repeat a short sequence of linked jumps - Know how to take part in a relay activity, remembering when to run and what to do - Know how to throw a variety of objects, changing their action for accuracy and distance	- Know that they can run over a long distance - Know how to spring over a short distance - Know that they can throw in different ways - Know how to hit a target - Know that they can jump in different ways	- Know that they have to be controlled when taking off and landing in a jump - Know how to throw accurately - Know how to combine running and jumping - Know how to link skills, techniques and ideas and apply them accurately and appropriately - Know that it is important to show good control in their movements	- Know they need to demonstrate stamina in athletics, building on prior learning - Know how to use skills developed, in different situations
Team Games 	- Know how to run, considering spatial awareness and adjust speed as needed - Know how to throw a ball with increasing force and accuracy - Know how to catch a large ball using two hands and their chest to trap it	- Know how to adjust speed or change direction to avoid obstacles when playing games with other children - Know how to listen and follow instructions in a game - Know how to throw, catch and pass a ball with aim	- Know the terms 'opponent' and 'team-mate' - Know how to use rolling, hitting, running, jumping, catching and kicking skills in combination - Know the term tactics and be able to use them in a game - Know how to lead others when appropriate	- Know that tactics can be used when attacking and defending - Know the basic rules of basketball - Know the basic skills required in cricket	- Know how to throw and catch with control when under limited pressure - Know how to use space to support team mates and cause problems for the opposition - Know and use rules fairly to keep games going - Know how to keep possession with some success when using equipment that is not used for throwing and catching skills	- Know how to throw and catch accurately and with one hand - Know how to hit a ball accurately and with control - Know how to keep possession of a ball - Know that it is important to move to find space when not in possession during a game - Know that it is important to vary tactics and adapt skills according to what is happening - Know how to make up their own small-sided games	- Know how to gain possession by working as a team - Know how to pass in different ways - Know and use forehand and backhand with a racquet - Know how to field in a game - Know the best tactics for attacking and defending - Know a number of techniques to pass, dribble and shoot	- Know the importance of consolidating skills of team games from previous years learning - Know the complex rules to games they play - Know how to make a team plan and communicate it to others - Know how to lead others in a game situation
Dancing & Performing 	Know how to move in response to music or rhythms heard	Know how to copy a short, repetitive dance pattern	- Know and remember moves and positions - Know how to move with careful control and co-ordination	- Know that linking two or more actions makes a sequence - Know that movements can communicate a mood, feeling or idea - Know how to perform to an audience and give feedback	- Know that they can create dance phrases that communicate ideas - Know how to create dance phrases with a partner and in a small group - Know how to repeat, remember and perform phrases in a dance - Know and use dynamic, rhythmic and expressive qualities clearly and with control - Know the importance of suggesting improvements to their own and others dances	- Know how to choose appropriate movements to express the idea, mood or feeling of a dance - Know how to interpret rhythm well, using a range of musical accompaniments	- Know how to respond imaginatively to a range of stimuli related to character and narrative - Know that simple motifs and movement patterns can be used to structure dance phrases on their own, with a partner and in a group - Know how to refine, repeat and remember dance phrases and dances - Know how to describe, interpret and evaluate dance using appropriate language	- Know how to work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dance - Know how to perform to an accompaniment sensitively and expressively - Know that at times it is important to take a dance lead when working in a group
OAA 	- Know how to explore and move safely in different environments - Know how to follow simple instructions and work with a partner or group	- Know how to follow simple maps and pictures - Know how to use clues to complete a short route - Know the importance of staying safe outdoors	- Know how to follow a map in an unknown location - Know that they must use clues and compass directions to navigate a route	- Know how to follow a map in an unknown location - Know that they must use clues and compass directions to navigate a route - To be able to change their route if there is a problem	- To be able to change their plan if they receive new information - To be able to plan a route and a series of clues for someone else	- To be able to plan with others taking account of safety and danger - To be able to use equipment and resources safely and responsibly	- To be able to evaluate the effectiveness of their route and suggest improvements - To be able to solve problems as a team	- To be able to lead others on a route safely - To be able to reflect on and review their outdoor activities
Health & Exercise Knowledge 	Know that we breathe faster during exercise	Know that our heart beats faster during exercise	To be able to describe how their body feels before, during and after an activity	To be able to describe how their body feels before, during and after an activity	- To be able to explain why it is important to warm up and cool down - To be able to identify some muscle groups used in gymnastics	- To be able to explain why warming up and cooling down is important - To be able to explain why keeping fit is good for their health	- To be able to explain some important safety principles when preparing for exercise - To be able to explain what effect exercise has on the body - To be able to explain why exercise is important	- To be able to explain how the body reacts to different kinds of exercise - To be able to choose appropriate warm ups and cool downs - To be able to explain why we need regular and safe exercise
Performance Evaluation Skills 	- To be able to talk about what they did well with support - To be able to say one thing they could try next time	To be able to recognise how performances could be improved, with support	To be able to explain how their work is similar or different to that of others, and use these comparisons to improve their own work	- To be able to compare and comment on skills, techniques and ideas that they and others have used - To be able to use their observations to improve their work	- To be able to analyse their own and others performances using specific skills or techniques - To be able to modify use of skills or techniques to improve their work	- To be able to create their own success criteria for evaluating work - To be able to give constructive feedback to others	- To be able to evaluate their own and others performances against success criteria - To be able to suggest improvements to develop skills further	- To be able to lead the evaluation of a group's performance - To be able to reflect on progress and set goals for improvement