

	<b>Developing Skills</b>	<b>Examples of Skills</b>	<b>Application of Skills: Attacking and Defending Strategies</b>	<b>Application of Skills: Linking Actions and Sequences of Movement</b>	<b>Evaluating Success</b>
<b>Year One</b>	<p>Perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none"> <li>• Travelling skills.</li> <li>• Sending skills.</li> <li>• Receiving skills.</li> </ul> <p>Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance</p>	<p>Examples of FMS may include: Travelling skills - running, hopping, skipping. Sending skills – rolling, kicking, throwing. Receiving skills - catching</p>	<p>Apply a simple tactic in a 1V1 or 2V2 net type game.</p> <p>Engage in simple competitive and cooperative activities</p>	<p>Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (for example gymnastic activities).</p> <p>Choose appropriate movements for different dance ideas and repeat short dance phrases.</p>	
<b>Year Two</b>	<p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none"> <li>• Travelling skills.</li> <li>• Sending skills.</li> <li>• Receiving skills.</li> </ul> <p>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p>	<p>Examples of FMS may include: Travelling skills - running, galloping, dodging. Sending skills - throwing, kicking, bouncing and striking a ball. Receiving skills - trapping and catching an object.</p>	<p>To participate in team games, developing simple tactics for attacking and defending.</p> <p>Invasion type game – understand to pass the ball to a person in space (Y2).</p> <p>Recognise and use space in a game.</p> <p>Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.</p>	<p>Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (for example gymnastic activities).</p> <p>Link body actions and remember and repeat dance phrases.</p>	

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<p><b>Year Three</b></p>	<p>Master most fundamental skills and start to develop sport specific skills.</p> <p>Develop throwing and catching skills using different sports and activities.</p> <p>Perform using a number of sending and receiving skills with some accuracy.</p> <p>Travelling - change direction easily.</p> <p>Perform travelling, rolling, jumping and balancing skills.</p> <p>Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</p> <p>To take part in outdoor activities as part of a team.</p> <p>Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom).</p> <p>Begin to work cooperatively with others to solve challenges.</p>	<p>Examples of developing sport specific skills may include: Chest pass, bounce pass, swing pass, catching. Dodging and swerving. Underarm bowl. Throwing overarm.</p> <p>Strike a ball with implement.</p> <p>Travelling on hands and feet, balance on large and small body parts</p>	<p>Develop simple attacking skills in a 3V1 invasion game.</p> <p>Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</p>	<p>Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.</p> <p>Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</p>	<p>Identify what they do best and what they find difficult.</p> <p>Make simple assessments of performance based on simple criteria given by the teacher.</p>

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<p><b>Year Four</b></p>	<p>Master fundamental movement skills and start to develop sport specific skills.</p> <p>Develop a broader range of skills using different sports and activities.</p> <p>Perform using a number of sending and receiving skills with consistency and accuracy.</p> <p>Travel with an object i.e. running or dribbling a ball with / without equipment.</p> <p>Perform movements, shapes and balances that are matched and / or mirrored.</p> <p>Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.</p> <p>To take part in outdoor activities as part of a team – orientate a map consistently and accurately.</p> <p>Follow a simple star orienteering course and simple point to point orienteering course on</p>	<p>Examples of developing sport specific skills may include:</p> <p>Chest bounce pass, swing pass, catching.</p> <p>Bouncing a ball, running with a ball.</p> <p>Underarm bowl.</p> <p>Throwing overarm.</p> <p>Strike a ball with implement.</p> <p>Matched and mirrored balances.</p>	<p>Develop attacking skills in a 4V2 invasion game.</p> <p>Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</p>	<p>Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</p>	<p>Describe what is successful in their own performances.</p> <p>Identify aspects of their game that needs improving and say how they could go about improving them.</p>

	<p>school grounds recording controls.</p> <p>Work cooperatively with others to solve challenges.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>				
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<p><b>Year Five</b></p>	<p>Continue to develop sport specific skills applying them with coordination and control.</p> <p>Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.</p> <p>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to</p>	<p>Examples of sport specific skills may include: — Chest bounce, shoulder pass, catching, push pass, kicking, shooting.</p> <p>Bowl underarm / overarm.</p> <p>Strike a ball (rounders / cricket).</p> <p>Catch a small ball.</p> <p>Counter balance with a partner</p>	<p>Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</p> <p>Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities</p>	<p>Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</p>	<p>Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</p>

	<p>express themselves in the style of dance.</p> <p>Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</p> <p>To take part in outdoor activities as part of a team - follow a simple course using eight points of the compass and mark on a map the position of a ground.</p> <p>Work cooperatively with a partner and small group.</p>				
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<b>Year Six</b>	<p>Continue to develop sport specific skills, applying them with control and precision.</p> <p>Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.</p> <p>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p>	<p>Examples of developing sport specific skills may include:</p> <p>Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.</p> <p>Bowl, underarm / overarm.</p> <p>Catch a small ball.</p> <p>Counter balance and counter tension with a group</p>	<p>Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.</p> <p>Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</p>	<p>Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</p> <p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.</p> <p>Create and perform longer sequences of actions (6-8) with a partner in a range of</p>	<p>Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</p> <p>Watch performances and games and use criteria to make judgements and suggest improvements.</p>

	<p>To take part in outdoor activities as part of a team:</p> <p>Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).</p> <p>Accept responsibility when working in a team.</p>			<p>activities such as gymnastic activities.</p> <p>Compose motifs and plan dances creatively and collaboratively in groups</p>	
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