

	Y1	Y2
<p><b>Gymnastics</b></p> <p>(Movement and Exploring)</p> <p>Yearly</p>	<ul style="list-style-type: none"> <li>I can recognise and use space appropriately.</li> <li>I can carry and place equipment safely.</li> <li>I can create shapes with my body.</li> <li>I can perform a range of 1 and 2 footed jumps (include hopping and skipping too).</li> <li>I can perform a range of 1, 2, 3 and 4 point balances.</li> <li>I can perform a tuck roll and a pencil roll with growing core strength.</li> <li>I can copy &amp; explore different body patterns and ways of travelling with some control and coordination.</li> <li>I can begin to link jumps and rolls with some control, coordination and space awareness.</li> <li>I can travel across apparatus using simple body movements (bunny hops over and on a bench).</li> <li>I can use rhythmic apparatus safely and creatively.</li> </ul> <p><u>Key Vocabulary:</u>                      Shapes (and jumps)- star, tuck, pencil (stretch), straddle, pike                      Rolls – rocking on back, tuck roll (egg roll), pencil roll                      Balances – front support, back support and side support to be included. One leg balance with the floating knee at a 90 degree angle and arms out to the side for balance.</p> <p>Movement, action, travel, control, coordination, perform, speed, direction, landing, jumping, explore, create, space, balance, safety, flow, levels, stretch, hop,</p>	<ul style="list-style-type: none"> <li>I can begin to understand the importance of a warm up and cool down.</li> <li>I can turn, twist and spin on different body parts with growing control and coordination.</li> <li>I can jump in a variety of ways and land with increasing control and balance.</li> <li>I can perform a range of rolls with increasing core strength.</li> <li>I can perform and hold a number of balances.</li> <li>I can use and create different pathways and move in different directions using a variety of levels and speed.</li> <li>I can create simple body patterns and link basic skills with growing control, coordination and space awareness.</li> <li>I can create a sequence of movements when using apparatus safely.</li> <li>I can show a clear beginning, middle and end in my sequences.</li> <li>I can create and perform a partner sequence with good fluency and transition.</li> </ul> <p><u>Key Vocabulary:</u>                      Jumps - star, tuck, pencil (stretch), straddle, pike                      Rolls – tuck, pencil, teddy bear, forward roll                      Turns – Full, half                      Balances – dish, arch, v-sit.                      Greater Depth: forward roll to straddle/pike sit and forward roll to feet, half twist jump.</p> <p><u>Must continue using previous Key Vocabulary as well as:</u>                      Hold, accuracy, shoulders, hands, legs, feet, arms, stomach, back, pathway, twist, turn, spin, sequence,</p>

<p><b>Dance</b></p> <p>Yearly</p>	<ul style="list-style-type: none"> <li>I can copy and explore basic movements and body patterns with control and care.</li> <li>I can copy and perform a simple motif.</li> <li>I can show a clear beginning and end position.</li> <li>I can recognise and copy contrasting actions/gestures.</li> <li>I can link movements to sounds and music.</li> <li>I can begin to recognise and react to a change in beat and rhythm.</li> <li>I can respond to a range of stimuli using simple props.</li> <li>I can travel rhythmically on feet, hopping and skipping.</li> <li>I can negotiate space well.</li> <li>I can describe a change of direction, level and speed in a sequence.</li> </ul> <p><u>Key Vocabulary:</u> Beat, level, speed, travel, direction, movement, pattern, rhythm, flow, performance, space, prop, stillness,</p>	<ul style="list-style-type: none"> <li>I can copy and explore basic movements and rhythmic body patterns with control and growing coordination.</li> <li>I can remember and repeat a simple motif.</li> <li>I can begin to work with others to create a dance linking a variety of actions/gestures.</li> <li>I can perform a short dance sequence showing a clear beginning, middle and end with improved timing.</li> <li>I can create a short motif inspired by a stimulus.</li> <li>I can vary levels, speed and direction in a simple sequence.</li> <li>I can recognise and react to a change in beat and rhythm showing emotion.</li> <li>I can suggest ways to improve my performance.</li> <li>I can use a variety of vocabulary to describe emotion and how dance makes me feel.</li> </ul> <p><u>Must continue using previous Key Vocabulary as well as:</u> Intensity, greeting, emotions, timing, sequence, balance, coordination, stimuli, gestures</p>
<p><b>Introduction to Throwing and Catching</b></p> <p>(using simple team games)</p> <p>This can be linked with maths/playground games.</p> <p>Yearly</p>	<ul style="list-style-type: none"> <li>I can keep my eyes open when attempting to catch a beanbag.</li> <li>I can prepare my hands to catch a beanbag.</li> <li>I can place my arms in a sensible position to throw a ball high into the air.</li> <li>I can place my arms in a sensible position to roll a ball along the floor.</li> <li>I can use a target to improve my throwing.</li> <li>I can use a target to improve my rolling.</li> <li>I can take turns and wait sensibly for my turn.</li> <li>I can begin to accept both winning and losing.</li> </ul> <p><u>Key Vocabulary:</u> Catch, space, throw, target, control, roll, winning, losing.</p>	<ul style="list-style-type: none"> <li>I can catch different types of equipment.</li> <li>I can throw, catch and bounce a ball with a partner.</li> <li>I can roll a range of equipment at a target.</li> <li>I can throw a range of equipment at a target.</li> <li>I can accept both winning and losing.</li> <li>I can encourage others with kind words.</li> <li>I can use simple tactics to win.</li> </ul> <p><u>Must continue using previous Key Vocabulary as well as:</u> Tactics, sportsmanship, bounce, encouragement</p>

<p><b>Introduction to manipulative skills and Invasion Games**</b></p> <p>M1 and M2 can be juggled if teaching a mixed Y1/2 class.</p> <p>Yearly</p>	<p><b>M1:</b></p> <ul style="list-style-type: none"> <li>• I can catch a large ball with two hands.</li> <li>• I can roll equipment in different ways.</li> <li>• I can stop a rolling ball with my hands.</li> <li>• I can throw an object at a large target.</li> <li>• I can bounce a ball with growing control.</li> <li>• I can balance a ball with control.</li> <li>• I can move into space to retrieve a piece of equipment.</li> </ul> <p><b>M2:</b></p> <ul style="list-style-type: none"> <li>• I can dribble a football with control.</li> <li>• I can strike a football into a goal.</li> <li>• I can dribble a ball on the floor using a piece of equipment.</li> <li>• I can field a ball.</li> <li>• I can begin to strike a ball using a racket or bat.</li> <li>• I can use throwing and catching skills in a game.</li> <li>• I can use dribbling and striking skills in a game.</li> </ul> <p><u>Key Vocabulary:</u> Catching, space, throw, target, retrieve, balance, hand-eye coordination, direction, control, roll, bounce, control, dribble, strike, fielding.</p>	<p><b>M1:</b></p> <ul style="list-style-type: none"> <li>• I can throw a ball to partner over various distances with developing accuracy.</li> <li>• I can throw equipment over various distances into targets.</li> <li>• I can stop a rolling ball with my feet.</li> <li>• I can dribble a football in different directions with control.</li> <li>• I can jog and dribble a football.</li> <li>• I can dribble and strike a football into a goal.</li> <li>• I can pass a football with accuracy.</li> <li>• I can begin to intercept a large moving ball in a variety of ways.</li> </ul> <p><b>M2:</b></p> <ul style="list-style-type: none"> <li>• I can dribble a ball on the floor with a hockey stick.</li> <li>• I can position my body correctly to strike a ball.</li> <li>• I can catch a ball from a striking action.</li> <li>• I can strike a ball with a racket or bat consistently.</li> <li>• I can move in line with the ball when tracking it.</li> <li>• I can show constant technique when fielding a ball.</li> </ul> <p><u>Key Vocabulary:</u> Accurate, track, intercept, tactics, sportsmanship, pass, send, receive, defender, attacker, technique.</p>
<p><b>Athletics</b></p> <p>Yearly</p>	<ul style="list-style-type: none"> <li>• I can carry and place equipment safely.</li> <li>• I can vary my pace and speed when running.</li> <li>• I can run with a basic technique over different distances.</li> <li>• I can perform a short jumping sequence.</li> <li>• I can land a jump safely and with control.</li> <li>• I can throw showing the start of an underarm technique.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to select the most suitable pace and speed for distance and maintain it.</li> <li>• I can complete an obstacle course with improving speed, balance and agility.</li> <li>• I can run with basic techniques following a curved line.</li> <li>• I can perform, compare and join together different types of jumps with some fluency and control.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can throw showing the start of an overarm technique.</li> <li>• I can throw a ball/similar object towards a target with increasing accuracy.</li> <li>• I can improve the distance I throw by using more power.</li> </ul> <p><u>Key Vocabulary</u> Pace, speed, distance, sequence, control, underarm, overarm, accuracy, power, running, aim</p>	<ul style="list-style-type: none"> <li>• I can jump for distance from a standing position with accuracy and control.</li> <li>• I can choose the most appropriate jumps to cover distances.</li> <li>• I can name some leg muscles that are used when performing jumps.</li> <li>• I can throw different types of equipment in different ways for accuracy and distance.</li> <li>• I can throw at targets of different heights with accuracy.</li> <li>• I can alter my throwing techniques to achieve greater distances.</li> </ul> <p><u>Must continue using previous Key Vocabulary as well as:</u> Balance, agility, technique, fluency, control, calf, hamstring, quadriceps, take off,</p>
<p><b>Outdoor Adventurous Activities</b></p> <p><b>FOREST SCHOOL</b></p> <p>Yearly</p>	<ul style="list-style-type: none"> <li>• I can support the construction of tripod structures.</li> <li>• I can build a lean to shelter with support.</li> <li>• I can build a mini-den for small animals.</li> <li>• I can follow most rules and boundaries.</li> <li>• I can be safe around a fire.</li> <li>• I can plant bulbs and watch them grow while creating a diary of events.</li> <li>• I can hunt for insects and name a small variety.</li> <li>• I can run/roll down a hill with good control.</li> <li>• I can explore puddles in the rain.</li> <li>• I can begin to use and explore a variety of tools) peelers, hammers, mallets, trowels and forks).</li> <li>• I can tie shoe laces.</li> </ul> <p><u>Key Vocabulary:</u> Tripod, structure, shelter, boundary, bulbs, insects, mini beasts, tools, hammer, mallet, trowel, fork, habitat,</p>	<ul style="list-style-type: none"> <li>• I can build a tripod structure.</li> <li>• I can create a lead to shelter with limited support.</li> <li>• I can begin to identify and experience lashing and frapping techniques to make frames.</li> <li>• I can make a simple natural sculpture/nature wheel.</li> <li>• I can work in a team to cooperate and communicate clearly</li> <li>• I can name and follow all of the rules and boundaries.</li> <li>• I can make a daisy chain.</li> <li>• I can carry sticks safely.</li> <li>• I can move logs safely with support.</li> <li>• I can identify areas and animals in a pond.</li> <li>• I can confidently use a variety of tools.</li> <li>• I can use directional language.</li> </ul> <p><u>Must continue using previous Key Vocabulary as well as:</u> Lashing, frapping, technique, natural, sculpture, left, right, next to, above, beside,</p>

<b>Evaluation of Performances</b>	<ul style="list-style-type: none"> <li>I can watch &amp; begin to comment on my own and my peer's performances using a range of key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I can watch &amp; comment on my own and my peer's performance using a range of key vocabulary and compare performances with growing sportsmanship.</li> </ul>
<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>I can describe how my body feels before, during and after exercise.</li> <li>I can safely perform teacher-led warm ups and cool downs.</li> <li>I can name the main parts of the body, including those related to the 5 senses (science link).</li> </ul>	<ul style="list-style-type: none"> <li>I can safely perform teacher-led warm ups and cool downs and ask questions about why we need to warm up.</li> <li>I can begin to explain what is happening to my body during exercise using key vocabulary.</li> <li>I can explain the basic needs to stay healthy (science link).</li> </ul>

\*\*A manipulative skill is **one in which a child handles an object with the hands, feet, or other body parts**. Manipulative skills are basic to the development of sport skills; throwing, catching, bouncing, rolling, kicking, and striking (with and without an object).