NC Objectives	
Key Stage One Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	**Key Stage Two** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

NC Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Multiskills	Use underarm throwing and rolling skills and simple collecting and receiving skills accurately Play simple games with a partner and describe basic rules Intercept, stop and retrieve bean bags and large balls with consistency Throw hit and kick balls in a range of ways depending on the needs of the game					
Dance	Copy, explore and remember basic movements and body patterns. Link simple movements to sounds and music. Respond to a range of stimuli. Perform a series of simple movements and actions. Demonstrate increasing rhythmic accuracy. Select appropriate movements to support different dance ideas and repeat short dance phases and simple dances.		Perform an increasing range of movements and actions with control and expression. Demonstrate an increasing awareness of phrasing and music. Select movements that demonstrate an understanding of mood and feeling. Repeat dance phrases and simple dances with accuracy and control. Explore, improvise and combine ideas and movements effectively and perform with an awareness of rhythm and expression. Improvise freely alone/with a partner translating ideas from stimuli and create and link movements, dance phrases and motifs.		Rehearse, refine and repeat short dance sequences with style and artistic attention. Perform to an accompaniment expressively and sensitively. Use an increasing range of complex composition principles to create dances. Create and structure motifs, phrases, sections and whole dances. Show a good understanding of musical structure, rhythm and mood.	
NC Strand	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Gymnastics	Copy and explore basic movements with some control and coordination. Perform different body shapes. Perform at different levels. Perform a 2 footed jump. Use equipment safely. Balance with some control. Link 2-3 simple movements.	Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence Link movements together to create a sequence.	Work independently and with others to create a sequence. Copy, explore and remember a variety of movements and use these to create their own sequence. Describe own work using simple gymnastics vocabulary. Use turns whilst travelling in a variety of ways. Begin to show flexibility in movements. Begin to develop good technique when travelling, balancing, using equipment etc.	Link skills with control, technique, coordination and fluency. Understand composition by performing more complex sequences. Begin to use gymnastics vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Create sequences using various body shapes and equipment. Combine equipment with movement to create sequences.	Select and combine skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gymnastics vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Link skills with control, technique, coordination and fluency. Understand composition by performing more complex sequences.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Develop strength, technique and flexibility throughout performances.
NC Strand	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Athletics	Run at different speeds. Jump from a standing position. Perform a variety of throws with basic control.	Change the speed and direction whilst running. Jump from a standing position with accuracy. Perform a variety of throws with control and coordination. Use equipment safely.	Begin to run at speeds appropriate for the distance. Perform a running jump with some accuracy. Perform a variety of throws using a selection of equipment. Use equipment safely and with good control.	Begin to build a variety of running techniques and use with confidence. Perform a running jump with more than one component. e.g. hop skip jump (triple jump). Demonstrate accuracy in throwing and catching activities. Describe good athletic performance using correct vocabulary.	Begin to record own and other's performances, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities. Describe good athletic performance using correct vocabulary.	Use and apply effectively a range of different throwing techniques. Take part in a wide range of athletic events confidently. Show good control, speed, stamina, strength and pacing. Adapt skills and techniques to different challenges and equipment.
Invasion games		Use a range of throwing and catching skills with control to keep possession and score points/goals. Be aware of space and members of the opposition. Use a variety of simple tactics for attacking and keeping possession. Understand basic principles of defending and attacking. Accurately follow an increasing number of rules.	Use different techniques for passing, controlling, dribbling and shooting within a game. Mark opponents and support players in defence. Identify tactics to help the team keep possession of the ball and take it to the oppositions end. Demonstrate a secure understanding of the rules of different games.	Use different techniques confidently for passing, controlling, dribbling and shooting within a game. Use a range of tactics to attack and defend. Interpret the rules of different games. Begin to describe and evaluate different skills and techniques used in games.	Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting within a game. Use marking, tackling and interception to improve defence. Apply principles of team play to keep possession and score points/goals. Understand the position they are playing and how to contribute when attacking and defending. Apply rules consistently and fairly.	Use a wide range of good quality skills effectively. Make and apply a range of decisions quickly and appropriately in games. Choose skills and tactics that meet the needs of the game situation. Play in both attacking and defensive positions effectively, and take responsibility for judgements and decision making in game play.
NC Strand	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Striking and Fielding		Use with increasing accuracy underarm and overarm throwing and hitting skills. Track, intercept, stop and catch balls and bean bags. Begin to understand and follow the rules of simple games.	Use with increasing accuracy underarm and overarm throwing and hitting skills. Track, intercept, stop and catch balls, showing anticipation of where they will go. Demonstrate an awareness of what is going on around them and start to understand tactics within a game. Understand and apply the rules of simple games.	Hit a bowled ball with intent and force. Use a range of fielding skills with control and consistency. Make good tactical decisions quickly within a game. Identify strengths and suggest practises to help improve skills. Describe the features of successful game play. Understand and apply a range of rules.	Bat, bowl and field with control, showing demonstrating a range of effective techniques. Use and adapt a range of individual and team tactics when batting and fielding. Identify strengths and weaknesses and devise practises that lead to improvement. Apply a range of rules consistently and fairly.	Bat bowl and field with control selecting and applying a range of increasingly complex techniques and skills. Take a leading role in games and have an impact. Identify how team and individual tactics are being varied and anticipate the impact this will have on the game. Evaluate and suggest improvements for own and others batting, bowling and fielding skills, devising practises that lead to improvement and explaining these in increasing detail.
Net / Wall			Hit a ball with basic control, using both forehand and backhand technique. Send and receive a ball using a range of techniques and skills accurately. Choose and use a range of simple tactics. Understand and apply simple rules.	Play forehand and backhand strokes demonstrating the correct technique. Know where to stand on court and demonstrate an understanding of simple principles of attacking and defending. Understand and apply rules fairly.	Demonstrate good positional awareness and move around the court effectively to return opponent's shots. Play attacking and defensive forehand and backhand strokes. Serve accurately to begin a game.	Demonstrate good positional awareness and tactical understanding to move around the court efficiently to return opponent's shots. Begin to use an increasing range of strokes (volley, drop shot lob) to gain an advantage over an opponent.

					Choose and apply tactics for attacking and defending effectively. Understand and apply rules fairly and consistently.	Serve with increased power and accuracy to begin a game. Understand and apply different tactics for defending and attacking in game play and show good decision making.
Outdoor and Adventurous Activities			Develop listening skills. Listen to instructions from a partner/ adult. Begin to think activities through and problem solve with support. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.	Develop strong listening skills. Use simple maps. Begin to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.	Develop strong listening skills. Use and interpret simple maps. Think activities through and problem solve using general knowledge with support. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.	Develop strong listening skills. Use and interpret an increasing range of simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.
Swimming			Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue.			