

Hockey						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.40.3</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>mh.40.5</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Hockey is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>		<p>To be able to use the correct grip whilst using the hockey stick.</p> <p>To be able to successfully dribble in a straight line To begin to be able to dribble successfully in and out of cones in a straight line.</p> <p>To complete a push pass correctly and consistently whilst aiming at a target.</p> <p>To use the correct technique when trapping a ball which is rolled at a slow pace.</p> <p>Using a partner being able to pass and trap a ball correctly between each other consistently.</p>	<p>To dribble effectively through cones</p> <p>To pass and trap using the correct technique</p> <p>To pass and trap using the correct technique</p> <p>To use the correct technique when shooting from close range and from different angle</p> <p>To begin to look at the block tackle.</p> <p>To use and apply the skills taught in small sided games</p>	<p>To dribble effectively in different directions</p> <p>To use the push pass whilst on the move</p> <p>To pass accurately using the push pass and the slap shot over a variety of distances</p> <p>To look at shooting from a variety of ranges and angles</p> <p>To effectively and safely use the jab/block tackling technique</p> <p>To use and apply the skills taught in small sided games</p> <p>Assessment opportunity</p>	<p>To recap the correct technique of how to dribble</p> <p>To recap the push pass and correct technique for trapping and moving into space</p> <p>To recap the correct technique for a slap shot</p> <p>To recap the correct safe tackling techniques</p> <p>To transfer skills to small sided attacking and defensive games</p> <p>To use and apply the skills taught in small sided games</p>

Rugby						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.30.1</u> Moves freely &amp; with pleasure &amp; confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding &amp; hopping.</p> <p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.30.6</u> Can catch a large ball.</p> <p><u>mh.40.5</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Rugby is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>		<p>To be able to pass and catch a rugby ball using the correct grip</p> <p>To signal for the ball</p> <p>To begin to look at passing backwards.</p> <p>To run forwards with the ball and dodge an opponent</p> <p>To begin to look at tagging an opponent</p> <p>To complete mini games to incorporate the skills</p>	<p>To develop passing and catching</p> <p>To develop passing and catching and begin to look at running onto the ball</p> <p>To develop dodging</p> <p>To work as a team when tagging a player</p> <p>To mark an opponent effectively</p> <p>To complete mini games to incorporate the skills</p>	<p>To be able to pass accurately using correct technique (6 o'clock)</p> <p>To pass and receive the ball whilst on the move</p> <p>To ensure that passes go backwards</p> <p>To be able to defend with accuracy and efficiency</p> <p>To be able to defend with accuracy and efficiency</p> <p>To complete mini games to incorporate the skills</p>	<p>To be able to pass accurately using correct technique (6 o'clock)</p> <p>To pass and receive the ball whilst on the move</p> <p>To ensure that passes go backwards</p> <p>To be able to defend with accuracy and efficiency</p> <p>To be able to defend with accuracy and efficiency</p> <p>To adapt games to focus on defending or attacking</p> <p>To develop tactics for a game situation</p>

					To complete mini games to incorporate the skills
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Football						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.30.1</u> Moves freely &amp; with pleasure &amp; confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding &amp; hopping.</p> <p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.40.3</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>mh.40.5</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Football is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>		<p>To control the ball using the inside or bottom of your foot</p> <p>To dribble in a straight line using their dominant foot.</p> <p>To complete and receive short side foot passes with your dominant foot</p> <p>To complete and receive passes both long and short</p> <p>To shoot the ball into an empty net with accuracy</p> <p>To begin to look at using the block tackle</p> <p>To complete mini small sided games looking at using all the skills we have learned over the half term.</p>	<p><b>To control the ball using the inside or bottom and side of your foot.</b></p> <p><b>To dribble around cones effectively using both feet.</b></p> <p><b>To complete and receive short passes whilst on the move.</b></p> <p><b>To shoot accurately using the inside of your foot</b></p> <p><b>To use the block tackle effectively</b></p> <p><b>To be able to use space effectively in attacking drills</b></p> <p><b>To complete mini small sided games looking at using all the skills we have learned over the half term.</b></p>	<p>To introduce the use of a turn when dribbling (Drag back)</p> <p>To accurately pass and receive both short and longer passes whilst using a variety of different techniques.</p> <p>To shoot with power and precision using both the inside of their foot and laces.</p> <p>To be able to defend effectively using a range of techniques (block tackle, guiding, backward steps)</p> <p>To be able to pass and move effectively into space To be able to shield the ball from a defender.</p> <p>To complete mini small sided games</p>	<p>To explore a variety of different turns in football whilst dribbling (Drag back and Croft)</p> <p>To complete and receive short and long passes whilst on the move using multiple techniques.</p> <p>To shoot with power and precision using a variety of different shooting methods (inside of the foot and laces)</p> <p>To apply passing, moving and dribbling into a range of attacking and defensive drills.</p> <p>To apply passing, moving, dribbling and shooting into a range of attacking and defensive drills.</p>

				<p>looking at using all the skills we have learned over the half term.</p>	<p>To apply passing, moving, dribbling and shooting into a range of attacking and defensive drills, increasing the amount of defenders.</p> <p>To complete mini small sided games looking at using all the skills we have learned over the half term.</p>
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Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.30.1</u> Moves freely &amp; with pleasure &amp; confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding &amp; hopping.</p> <p><u>mh.40.1</u> Experiments with different ways of moving.</p>	<p>I am learning to copy different rhythmic patterns.</p> <p>I am learning to perform different rhythmic patterns.</p> <p>I am learning to copy movement ideas in response to a story.</p> <p>I am learning to create moves in order to create my own dance.</p> <p>I am learning to copy moves in order to create my own dance.</p> <p>I am learning to create moves in order to create my own dance.</p>	<p>To perform and repeat simple rhythmic patterns: reaching; waving; pointing; hand gestures.</p> <p>To give feedback about their feelings after dancing.</p> <p>To select movements in response to a song: tempo / meaning / gesture.</p> <p>To remember simple actions and repeat them.</p> <p>To respond to a stimulus, verbalising and justifying ideas.</p> <p>To change and vary actions in response to changes in music.</p> <p>To understand &amp; relate the structure</p>	<p>To perform basic dance actions with greater control and fluency</p> <p>To perform basic dance actions with greater control and fluency</p> <p>To perform basic dance actions with greater control and fluency</p> <p>Perform with a sense of phrasing, rhythmically and musically</p> <p>Perform with a sense of phrasing, rhythmically and musically</p> <p>Perform with a sense of phrasing, rhythmically and musically</p>	<p>To develop simple motifs</p> <p>To use different partner work devices</p> <p>To capture the mood of a dance</p> <p>To demonstrates rhythm and spatial awareness.</p> <p>To perform dances clearly and fluently</p> <p>To evaluate and improve their own work</p> <p>To perform dances clearly and fluently</p> <p>Evaluate and improve their own work</p>	<p>To perform basic dance actions with increased control</p> <p>To demonstrate strong movements throughout a dance sequence.</p> <p>To compose dances by using, adapting and developing steps, formations and patterning</p> <p>To begin to show a change of pace and timing in their movements.</p> <p>To explore and improvise ideas working on their own</p> <p>To perform dance expressively</p>	<p>To demonstrates strong movements throughout a dance sequence.</p> <p>To move appropriately and with the required style in relation to the stimulus.</p> <p>To begin to show a change of pace and timing in their movements.</p> <p>To be able to move to the beat accurately in dance sequences.</p> <p>To dance with fluency, linking all movements and ensuring they flow.</p> <p>To demonstrates consistent precision when performing dance sequences.</p>

		<p>of the dance to the structure of the song.</p> <p>To perform a whole dance that has a simple structure.</p> <p>To orally evaluate work, saying what is good and what could be improved.</p> <p>To respond to a stimulus to create a dance individually and in a small group.</p> <p>To talk about the dance and what was successful / could be improved.</p>				
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Basketball						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.30.6</u> Can catch a large ball.</p> <p><u>mh.40.3</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>mh.40.5</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Basketball is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>		<p>To learn to dribble with one hand</p> <p>To begin to look at passing (chest pass)</p> <p>To begin to look at passing (chest pass) and moving</p> <p>To begin to look at the skills needed for shooting.</p> <p>To begin to look at the skills needed for shooting.</p> <p>To compete in mini games to incorporate the skills</p>	<p><b>To dribble around cones beginning to look at using both hands and switching</b></p> <p><b>To pass effectively and efficiently using chest pass and over arm pass.</b></p> <p><b>To signal for the ball with non-verbal communication</b></p> <p><b>To pass effectively and efficiently using chest pass, bounce pass and over arm pass.</b></p> <p><b>To pass and move to retain possession ensuing that correct decision making is completed when to pass and when to dribble</b></p> <p><b>To use the correct shooting style not underarm.</b></p>	<p>To dribble effectively and efficiently around cones in different directions.</p> <p>To pass more accurately and quickly in different directions and types e.g. bounce pass chest pass overarm</p> <p>To shoot with increasing accuracy and distance</p> <p>To reinforce pass and move using keep possession games – principles of attack to keep the ball and principles of defence regain the ball.</p> <p>To reinforce pass and move using keep possession games – principles of attack to keep the ball and principles of defence regain the ball.</p>	<p>To dribble effectively and efficiently around cones in different directions.</p> <p>To pass more accurately and quickly in different directions and types e.g. bounce pass chest pass overarm</p> <p>To shoot with increasing accuracy and distance</p> <p>To use attacking and defending strategies more consistently</p> <p>To choose, combine and perform ball handling skills more fluently and effectively in games</p> <p>To compete in mini games to incorporate the skills</p>



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Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>mh.40.3</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>To be able to complete a simple individual running race</p> <p>To run over different distances and obstacles (small hurdles)</p> <p>To complete races where you need to tig the next runner</p> <p>To begin to look at the correct technique for a standing long jump</p> <p>To begin to be able to look at throwing over arm (bean bags, quoits, tennis balls)</p> <p>To begin to be able to look at throwing over arm (bean bags, quoits, tennis balls)</p> <p>To use a double hand push pass for a basketball</p>	<p>To be able to complete a simple individual running race (using timers)</p> <p>To run over different distances and obstacles (small hurdles)</p> <p>To complete races where you need to tig the next runner</p> <p>To begin to look at the correct technique for a standing long jump</p> <p>To use the correct technique for a standing javelin throw (indoor javelin)</p> <p>To use the correct technique for a standing shot put (indoor shot put)</p> <p>To begin to use the correct technique for a standing discus throw</p>	<p>To begin to look at an efficient running style</p> <p>To run over different distances and obstacles (medium hurdles)</p> <p>To begin to look at methods of passing the baton (standing pass)</p> <p>To use the correct technique for a standing long jump</p> <p>To use the correct technique for a standing javelin throw</p> <p>To use the correct technique for a standing shot put</p> <p>To use the correct technique for a standing discus throw</p>	<p>To look at an efficient running style</p> <p>To run over different distances and obstacles (medium hurdles)</p> <p>To begin to look at team running; methods of passing the baton (standing pass)</p> <p>To use the correct technique for a standing vertical jump</p> <p>To use the correct technique for a standing javelin throw</p> <p>To use the correct technique for a standing shot put</p> <p>To use the correct technique for a standing discus throw</p>	<p>To use the correct starting position when running a race</p> <p>To keep track a series of running times and present them in an appropriate manner</p> <p>To run over the larger hurdles</p> <p>To understand how technique, rhythm and stride pattern can affect performance</p> <p>To use an efficient technique to pass a baton in a relay</p> <p>To use the correct technique for a running long jump</p> <p>To be able to use the correct technique for javelin (including 3 step run up)</p> <p>To use the correct technique for shot put (with a spin)</p>	<p>To use the correct starting position when running a race</p> <p>To keep track a series of running times and present them in an appropriate manner</p> <p>To run over larger hurdles</p> <p>To understand how technique, rhythm and stride pattern can affect performance</p> <p>To use an efficient technique to pass a baton in a relay</p> <p>To develop technique for a range of different standing and running jumps (Standing long jump) Standing vertical jump Stranding</p> <p>To be able to use the correct technique for javelin (including run up)</p>

					<p>To use the correct technique for a discus with a spin</p>	<p>To use the correct technique for shot put (with a spin)</p> <p>To use the correct technique for a discus with a spin</p>
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Tennis						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.40.3</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>mh.40.5</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Tennis is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>	<p>To develop control over the racket (individually)</p> <p>To begin to use the correct double handed grip for forehand</p> <p>To begin to use the correct double handed grip for backhand</p> <p>To begin to develop technique and control when hitting a ball (forehand and backhand)</p> <p>To be able to return a shot using both forehand and backhand</p> <p>Mini Games – assessment opportunity</p>	<p>To develop control over the racket (individually)</p> <p>To use the correct double handed grip for forehand</p> <p>To use the correct double handed grip for backhand</p> <p>To develop technique and control when hitting a ball</p> <p>To begin to receive the ball from different angles To begin to able to volley accurately.</p>	<p>To develop control over the racket (individually)</p> <p>To use the correct double handed grip for forehand</p> <p>To use the correct double handed grip for backhand</p> <p>To develop technique and control when hitting a ball</p> <p>To begin to receive the ball from different angles To begin to able to volley accurately.</p>	<p>To begin to use the correct single handed grip for forehand</p> <p>To begin to use the correct single handed grip for backhand</p> <p>To develop technique and control when hitting a ball looking at aiming for specific targets</p> <p>To receive the ball from different angles and heights (volley)</p> <p>To be able to hold a rally.</p> <p>Mini Games – assessment opportunity</p>	<p>To use the correct single handed grip for forehand</p> <p>To use the correct single handed grip for backhand</p> <p>To develop and evaluate technique and control when hitting a ball looking at aiming for specific targets</p> <p>To receive the ball from different angles and heights (volley) improving consistency with returns</p> <p>To be able to hold a rally. with increased consistency of technique and control</p> <p>Mini Games – assessment opportunity</p>



Cricket						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.40.3</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>mh.40.5</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Cricket is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>		<p>To be able to catch a straight ball stood still</p> <p>To know the basics of underarm bowling</p> <p>To begin to strike a ball in a controlled manner</p> <p>To know how to hold a cricket bat</p> <p>To be able to underarm bowl and bat in an appropriate manner</p> <p>Mini games – Can children incorporate all of the skills (assessment opportunity)</p>	<p><b>To be able to catch a high catch</b></p> <p><b>To improve the consistency of underarm bowling and begin to look at overarm</b></p> <p><b>To develop striking skills e.g. sideways to hold the bat</b></p> <p><b>To develop accuracy within a pull shot</b></p> <p><b>Mini games – Can children incorporate all of the skills (assessment opportunity)</b></p>	<p>To further develop catching in a variety of catches and catching on the move. Long barrier High catch Low catch</p> <p>To develop bowling technique (overarm)</p> <p>To identify strengths and weaknesses in their own performances</p> <p>To develop striking skills by hitting targets (square cut and Pull)</p> <p>To be able to overarm bowl and bat in a more consistent manner. Mini games – Can children incorporate all of the skills (assessment opportunity)</p>	<p>To further develop catching in a variety of catches and catching on the move. Long barrier High catch Low catch</p> <p>To develop bowling technique (overarm)</p> <p>To recognise strengths and weaknesses in their own performances and adapt practises for how they could combat this</p> <p>To develop striking skills by hitting targets</p> <p>To develop the consistency and accuracy of their striking and fielding skills To select and use skills appropriately in a game situation</p>

Rounders						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.40.3</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>mh.40.5</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Rounders is not taught in Year 1 and Year 2. However, links can be made within multi-skills, team relays and team games.</p>		<p>Rounders is not taught in Year 3 and 4 as we have another block on multi-skills in order to gain all of the specific skills needed to participate within rounders. EG throwing, catching</p>		<p>To further develop catching a variety of catches (High/low)</p> <p>To develop bowling technique</p> <p>To develop striking skills</p> <p>To identify strengths and weaknesses in their own performances (link to week 1, 2 and 3)</p> <p>To look at specific tactics within a game when batting and fielding</p> <p>Mini Games – assessment opportunity</p>	<p>To further develop catching and throwing (specifically getting to a post)</p> <p>To use a consistent bowling technique</p> <p>To develop striking skills aiming at specific targets</p> <p>To recognise strengths and weaknesses in their own performances and adapt practises for how they could combat this.</p> <p>To look at specific tactics within a game when batting and fielding</p> <p>Mini Games – assessment opportunity</p>

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.30.1</u> Moves freely &amp; with pleasure &amp; confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding &amp; hopping.</p> <p><u>mh.30.5</u> Can stand momentarily on one foot when shown.</p> <p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.40.2</u> Jumps off an object and lands appropriately.</p> <p><u>mh.40.4</u> Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>To bounce, hop, skip, spring and jump using a variety of take offs –</p> <p>To travel confidently on different parts of the body</p> <p>To observe recognise and copy different body shapes</p> <p>To describe what they see using appropriate vocabulary</p> <p>To hold still balances positions on large or small body parts</p> <p>To link two basic balances together</p> <p>To link together two or more basic actions with control and be able to repeat them</p> <p>To link together two or more basic actions with control and be able to repeat them</p>	<p>To turn, spin and twist on different body parts, showing control and coordination</p> <p>To understand that one part of the body must be fixed to create a twist</p> <p>To perform a range of rolls</p> <p>To perform a range of balances with increasing control</p> <p>To recognise and use changes in level, speed and directions</p> <p>To link together three movements showing contrasts in speed and level and to understand how different movements can be linked together smoothly (think rolls and spins)</p> <p>To plan basic sequences or patterns of three or more movements</p>	<p>To travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes</p> <p>To begin to look at different basic rolls</p> <p>To begin to look at different basic balances</p> <p>To adapt and transfer skills safely onto more complex apparatus</p> <p>To create an individual routine which incorporates the skills previously taught</p> <p>To perform an individual routine which incorporates the skills previously taught</p>	<p>To perform a variety of different basic rolls</p> <p>To perform a variety of different basic balances</p> <p>To transfer flight safely onto apparatus</p> <p>To design and create a sequence using planned variations in levels directions and pathways</p> <p>To design and create a sequence using planned variations in levels directions and pathways</p> <p>To perform a sequence using planned variations in levels directions and pathways</p> <p>To give feedback to others about their performance</p>	<p>To perform a variety of different more complex rolls</p> <p>To perform a variety of different more complex balances</p> <p>To demonstrate a variety of body shapes including: straight stand straddle and tuck.</p> <p>To use synchronisation and cannon with a partner travelling rhythmically and well timed</p> <p>To work in pairs to construct, practise evaluate and improve the composition and quality of a sequence</p> <p>To perform a sequence that includes all of the skills previously been looked at</p>	<p>To perform a variety of different complex rolls</p> <p>To perform a variety of different complex balances</p> <p>To understand counter balances and counter tension in 2s</p> <p>To demonstrate a variety of body shapes including: straight stand, straddle, tuck, pike</p> <p>To use synchronisation and cannon with a partner travelling rhythmically and well timed</p> <p>To work in pairs to construct, practise evaluate and improve the composition and quality of a sequence</p> <p>To perform a sequence that includes all of the skills previously been looked at</p>



which they can  
remember and repeat

To compose and  
perform a simple  
sequence with a  
partner

Multiskills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.30.1</u> Moves freely &amp; with pleasure &amp; confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding &amp; hopping.</p> <p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.30.5</u> Can stand momentarily on one foot when shown.</p> <p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.40.2</u> Jumps off an object and lands appropriately.</p> <p><u>mh.40.4</u> Travels with confidence and skill around, under, over and through</p>	<p>To be able to develop agility levels</p> <p>To be able to develop agility levels</p> <p>To be able to develop balance</p> <p>To be able to develop balance</p> <p>To be able to develop coordination</p> <p>To be able to develop coordination</p>	<p>To be able to show agility in a range of activities</p> <p>To be able to show agility in a range of activities</p> <p>To be able to show balance in a range of activities</p> <p>To be able to show balance in a range of activities</p> <p>To be able to show coordination in a range of activities</p> <p>To be able to show coordination in a range of activities</p>	<p>To be able to demonstrate and apply agility in a range of activities</p> <p>To be able to demonstrate and apply agility in a range of activities</p> <p>To be able to demonstrate and apply balance in a range of activities</p> <p>To be able to demonstrate and apply balance in a range of activities</p> <p>To be able to demonstrate and apply coordination in a range of activities</p> <p>To be able to demonstrate and apply coordination in a range of activities</p>	<p>To be able to apply agility consistently in a range of activities</p> <p>To be able to apply agility consistently in a range of activities</p> <p>To be able to apply balance consistently in a range of activities</p> <p>To be able to apply balance consistently in a range of activities</p> <p>To be able to apply coordination consistently in a range of activities</p> <p>To be able to apply coordination consistently in a range of activities</p>	<p>To be able to apply agility consistently in a range of game type situations</p> <p>To be able to apply agility consistently in a range of game type situations</p> <p>To be able to apply balance consistently in a range of game type situations</p> <p>To be able to apply balance consistently in a range of game type situations</p> <p>To be able to apply coordination consistently in a range of game type situations</p> <p>To be able to apply coordination consistently in a range of game type situations</p>	<p>To be able to apply agility consistently in a range of game type situations</p> <p>To be able to apply agility consistently in a range of game type situations</p> <p>To be able to apply balance consistently in a range of game type situations</p> <p>To be able to apply balance consistently in a range of game type situations</p> <p>To be able to apply coordination consistently in a range of game type situations</p> <p>To be able to apply coordination consistently in a range of game type situations</p>

balancing and climbing equipment.

mh.30.6 Can catch a large ball.

mh.40.3 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

mh.40.5 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

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Team Relays						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.30.1</u> Moves freely &amp; with pleasure &amp; confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding &amp; hopping.</p> <p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.40.4</u> Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>To work collaboratively as part of a team within a race</p> <p>To participate in team relays or shuttle relays in small groups, using various means of travelling</p> <p>To participate in a pair relay using a beanbag, developing simple technique passing with right hand and receiving with left hand</p> <p>To steer and send a ball safely using a bat/ hockey stick (plastic) To push ball and weave through “slaloms”</p> <p>To use balance in a range of relay activities</p>	<p>To work collaboratively as part of a team within a race</p> <p>To participate in team relays or shuttle relays in small groups, using various means of travelling</p> <p>To participate in a pair relay using a baton, developing simple technique passing with right hand and receiving with left hand</p> <p>To push ball and weave through “slaloms”</p> <p>To dribble with hands and feet to develop control and ability to change speed and direction</p> <p>To use balance in a range of relay activities</p>	<p>Team Relays is not taught in KS2 as we move to more sport specific lessons.</p>			

Team Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>mh.30.1</u> Moves freely &amp; with pleasure &amp; confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding &amp; hopping.</p> <p><u>mh.40.1</u> Experiments with different ways of moving.</p> <p><u>mh.40.4</u> Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p><u>mh.30.6</u> Can catch a large ball.</p> <p><u>mh.40.3</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or</p>	<p>To travel in different ways with control</p> <p>To travel with a ball in different ways.</p> <p>To be able to aim at a specific target when completing an underarm throw</p> <p>To be able to throw and catch using different apparatus</p> <p>To be able to aim at a specific target when completing a side foot pass</p> <p>To be able to pass and receive a ball when kicking</p>	<p>To be able to throw and kick a ball at a specified target</p> <p>To be able to pass and catch using an underarm and overarm throw in a game</p> <p>To use space when passing and receiving in a game</p> <p>To be able to defend in a game situation</p> <p>To be able to shoot accurately and stop a shot when it has been kicked or thrown</p> <p>To follow the rules of a game</p>	<p>Team Games is not taught in KS2 as we move to more sport specific lessons.</p>			

changing direction to avoid obstacles.

mh.40.5 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.