



				ARE at the end of the year
Year 1	Autumn	Spring	Summer	
Skills	<p>Perform some simple moves. make up a short sequence.</p> <p>Use space in different ways.</p> <p>Show control and coordination when travelling and balancing. make their body feel tense, relaxed, stretched and curled.</p> <p>Move into spaces with control and care.</p> <p>Describe how their body feels during exercise, understanding that a change has occurred.</p>	<p>Send a ball in the direction of another person in different ways eg by hand, foot, racket. stop, and sometimes catch, a ball or an object.</p> <p>Move into spaces with control and care.</p> <p>Describe how their body feels during exercise, understanding that a change has occurred.</p>	<p>Perform some simple moves. make up a short sequence.</p> <p>Use space in different ways</p> <p>Move at different speeds eg running, jumping.</p> <p>Send a ball in the direction of another person in different ways eg by hand, foot, racket. stop, and sometimes catch, a ball or an object.</p> <p>Move into spaces with control and care.</p> <p>Describe how their body feels during exercise, understanding that a change has occurred.</p>	<ol style="list-style-type: none"> 1. perform some simple moves. make up a short sequence. 2. use space in different ways. 3. show control and coordination when travelling and balancing. make their body feel tense, relaxed, stretched and curled. 4. move at different speeds eg running, jumping. 5. send a ball in the direction of another person in different ways eg by hand, foot, racket. stop, and sometimes catch, a ball or an object. 6. move into spaces with control and care. 7. describe how their body feels during exercise, understanding that a change has occurred.
Topics	<p>Gym</p> <p>Dance</p>	<p>Games</p> <p>Gym</p>	<p>Dance</p> <p>Games</p>	



Year 2	Autumn	Spring	Summer	<ol style="list-style-type: none"> 1. perform most simple actions with control and coordination. 2. make a sequence by linking ideas from a stimulus into movement. 3. plan and perform a sequence of movements. 4. show contrasts in shape. 5. change speed and direction whilst running (agility). 6. use hitting, kicking, throwing and/or rolling in a game. 7. understand and use simple tactics for attacking and defending. 8. follow rules. 9. describe how the body works and feels during exercise; understanding that exercise is important. 10. reflect on what other people have done.
<p>Skills</p>	<p>Perform most simple actions with control and coordination. Make a sequence by linking ideas from a stimulus into movement. Plan and perform a sequence of movements. Show contrasts in shape. Change speed and direction whilst running (agility).</p>	<p>Show contrasts in shape. Use hitting, kicking, throwing and/or rolling in a game. Understand and use simple tactics for attacking and defending.</p>	<p>Change speed and direction whilst running (agility). Use hitting, kicking, throwing and/or rolling in a game. Understand and use simple tactics for attacking and defending.</p>	
<p>Topics</p>	<p style="text-align: center;">Gymnastics Dance Agility Throwing & Catching</p>	<p style="text-align: center;">Games Gym Games (Dribbling) Games (Handball)</p>	<p style="text-align: center;">Dance Games Games (Hitting & Striking) Athletics</p>	



Year 3	Autumn	Spring	Summer	
Skills	<p>Either alone, with a partner or small group, repeat, remember and perform sequences.</p> <p>Translate ideas from a stimulus into movement.</p> <p>Perform most basic actions and movement with coordination, control and variety.</p> <p>Adapt sequences to suit different types of apparatus and criteria.</p>	<p>Either alone, with a partner or small group, repeat, remember and perform sequences.</p> <p>Translate ideas from a stimulus into movement.</p> <p>Perform most basic actions and movement with coordination, control and variety.</p> <p>Adapt sequences to suit different types of apparatus and criteria.</p>	<p>Use hitting, kicking, throwing and catching in a game, with control, whilst moving.</p> <p>Play an active part in conditioned games understanding and using simple tactics.</p> <p>Beginning to understand why they are performing well.</p> <p>Know rules and can your child apply them fairly.</p> <p>Understand why warming up and cooling down is important.</p>	<ol style="list-style-type: none"> 1. Either alone, with a partner or small group, repeat, remember and perform sequences. 2. translate ideas from a stimulus into movement. 3. perform most basic actions and movement with coordination, control and variety. 4. adapt sequences to suit different types of apparatus and criteria. 5. use hitting, kicking, throwing and catching in a game, with control, whilst moving.
Topics	<p style="text-align: center;">Gym Dance</p>	<p style="text-align: center;">Gym Dance</p>	<p style="text-align: center;">Athletics Striking & Fielding</p>	<ol style="list-style-type: none"> 6. play an active part in conditioned games understanding and using simple tactics. 7. beginning to understand why they are performing well. 8. know rules and can your child apply them fairly. 9. understand why warming up and cooling down is important.



Year 4	Autumn	Spring	Summer	
Skills	<p>Sometimes alone, with a partner or small group, create a short dance piece that communicates a simple idea. Perform clearly and fluently. work in a controlled way. Plan, perform and repeat short sequences that include changes of speed and level, with clear shapes and quality of movement. Suggest improvement to theirs and others performance. Recognise that different tasks make their body work in different ways.</p>	<p>Perform clearly and fluently. work in a controlled way. Recognise that different tasks make their body work in different ways.</p>	<p>Perform clearly and fluently. work in a controlled way. Accurately use hitting, kicking, throwing and catching in a game, with control, whilst moving. Vary tactics such as use of space, pass and move and adapt skills within a game. Beginning to have an influence on games by working collaboratively to keep or gain possession. Work as part of a team to create simple activities/games. Suggest improvement to theirs and others performance. Recognise that different tasks make their body work in different ways.</p>	<ol style="list-style-type: none"> 1. Sometimes alone, with a partner or small group, create a short dance piece that communicates a simple idea. 2. perform clearly and fluently. work in a controlled way. 3. plan, perform and repeat short sequences that include changes of speed and level, with clear shapes and quality of movement. 4. accurately use hitting, kicking, throwing and catching in a game, with control, whilst moving. 5. vary tactics such as use of space, pass and move and adapt skills within a game.
Topics	<p>Gymn Dance</p>	<p>Swimming</p>	<p>Athletics Striking & Fielding</p>	<ol style="list-style-type: none"> 6. beginning to have an influence on games by working collaboratively to keep or gain possession. 7. work as part of a team to create simple activities/games. 8. suggest improvement to theirs and others performance. 9. recognise that different tasks make their body work in different ways.



Year 5	Autumn	Spring	Summer	
<p>Skills</p>	<p>Show clarity, fluency, accuracy and consistency. Independently combine and perform actions, shapes and balances. Sequences that demonstrate control, agility and flexibility. Beginning to consistently select the right shots or tactics to be successful in a game. Use a variety of techniques to pass, dribble, shoot and hit. Use appropriate words when evaluating and improving own and others' work.</p>	<p>Perform to an accompaniment expressively. Show clarity, fluency, accuracy and consistency. Independently combine and perform actions, shapes and balances. Sequences that demonstrate control, agility and flexibility. Beginning to consistently select the right shots or tactics to be successful in a game. Use appropriate words when evaluating and improving own and others' work.</p>	<p>Show clarity, fluency, accuracy and consistency. Independently combine and perform actions, shapes and balances. Sequences that demonstrate control, agility and flexibility. Beginning to consistently select the right shots or tactics to be successful in a game. Use a variety of techniques to pass, dribble, shoot and hit Able to say why activity is good for health, fitness and well-being. Warm up independently. Use appropriate words when evaluating and improving own and others' work.</p>	<ol style="list-style-type: none"> 1. perform to an accompaniment expressively. 2. show clarity, fluency, accuracy and consistency. 3. independently combine and perform actions, shapes and balances. 4. sequences that demonstrate control, agility and flexibility. 5. beginning to consistently select the right shots or tactics to be successful in a game. 6. use a variety of techniques to pass, dribble, shoot and hit. 7. able to say why activity is good for health, fitness and well-being. 8. warm up independently. 9. use appropriate words when evaluating and improving own and others' work.
<p>Topics</p>	<p>Gym Football Swimming Tag Rugby Indoor Athletics</p>	<p>Gym Dodge Ball Indoor Athletics Dance Hockey Tennis</p>	<p>Athletics Cricket Rounders</p>	



Year 6	Autumn	Spring	Summer	
<p>Skills</p>	<p>Remember, refine and repeat sequences with a sense of style and artistic intention. constantly choose and develop a range of movement patterns. Practise and perform, with control and accuracy, a range of actions and balances in sequences. Link actions and balances together so that they flow, using different compositional ideas. Consistently select the right shots or tactics to be successful in a game. Choose and use combinations of skills with confidence, accuracy and consistency in most games. Demonstrate higher levels of strength, stamina and fluidity of movement in a variety of activities. Consistently identify strengths and weaknesses in own and others' work, occasionally leading activities. Help others to improve performance through demonstration and using appropriate words or tips. Warm up independently and effectively.</p>	<p>Remember, refine and repeat sequences with a sense of style and artistic intention. constantly choose and develop a range of movement patterns. Practise and perform, with control and accuracy, a range of actions and balances in sequences. Link actions and balances together so that they flow, using different compositional ideas. Consistently select the right shots or tactics to be successful in a game. Choose and use combinations of skills with confidence, accuracy and consistency in most games. Demonstrate higher levels of strength, stamina and fluidity of movement in a variety of activities. Consistently identify strengths and weaknesses in own and others' work, occasionally leading activities. Help others to improve performance through demonstration and using appropriate words or tips. Warm up independently and effectively.</p>	<p>Consistently select the right shots or tactics to be successful in a game. Choose and use combinations of skills with confidence, accuracy and consistency in most games. Demonstrate higher levels of strength, stamina and fluidity of movement in a variety of activities. Consistently identify strengths and weaknesses in own and others' work, occasionally leading activities. Help others to improve performance through demonstration and using appropriate words or tips. Warm up independently and effectively. Swim at least 25m. Use a range of strokes effectively.</p>	<ol style="list-style-type: none"> 1. remember, refine and repeat sequences with a sense of style and artistic intention. constantly choose and develop a range of movement patterns. 2. practise and perform, with control and accuracy, a range of actions and balances in sequences. 3. link actions and balances together so that they flow, using different compositional ideas. 4. consistently select the right shots or tactics to be successful in a game. 5. choose and use combinations of skills with confidence, accuracy and consistency in most games. 6. demonstrate higher levels of strength, stamina and fluidity of movement in a variety of activities. 7. consistently identify strengths and weaknesses in own and others' work, occasionally leading activities. 8. help others to improve performance through demonstration and using appropriate words or tips. 9. swim at least 25m. 10. use a range of strokes effectively. 11. warm up independently and effectively.
<p>Topics</p>	<p>Yoga Netball Football Tag Rugby/Indoor athletics</p>	<p>Dance Tennis Dodgeball/Indoor athletics Hockey</p>	<p>Swimming Cricket/Rounders Athletics</p>	