

Physical Development Foundation

Key vocabulary to be taught/ embedded

- Agility
- Balance
- Coordination
- Speed
- Space
- Awareness
- Control
- Equipment

Unit Objectives

This time children will...

- Move with increased agility, balance and coordination (ABC)
- Show awareness of space, themselves and others;
- Develop familiarity with a variety of small games equipment
- Recognise the importance of keeping healthy and some things that contribute to this
- Recognise some changes that happen to their bodies when they are active

Success Criteria

- Walk, run, jump and land safely
- Balance beanbags on my body
- Run when carrying a ball
- Aim and roll a ball to hit a cone
- Listen carefully to the teacher
- Play with different games equipment
- Move on my hands and feet at the same time
- Avoid bumping into children when moving
- Enjoy playing games with friends

KS1 National Curriculum links

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

Gymnastics

Prior Learning (skills and knowledge)

In EYFS children should have learnt to:

- Move with increased agility, balance and coordination (ABC)
- Show awareness of space, themselves and others
- Develop familiarity with a variety of small games equipment
- Recognise the importance of keeping healthy and some things that contribute to this
- Recognise some changes that happen to their bodies when they are active

Unit Objectives

This time children will...

- Move confidently and safely in their own and general space
- Using changes of speed, level and direction
- Copy or create and link movement phrases with a beginning, middle and end
- Perform movement phrases using a range of body actions and body parts
- Know how to carry and place apparatus
- Recognise how their body feels when still and exercising
- Watch, copy and describe what they and others have done

Success criteria

- Run, skip and jump
- Stop and stand still
- Carry apparatus safely
- Jump in different ways
- Join movements together
- Move safely
- Roll in different ways
- Move in different ways on apparatus
- Hold my body still and tight
- Show different shapes with my body

Key vocabulary

- **Travel**
- **Explore**
- **Apparatus**
- **Movement**
- **Sequence**
- **Stillness**
- **Balance**
- **Perform**

KS1 National Curriculum links

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 coordination, 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

Games

Prior Learning (skills and knowledge)

In EYFS children should have learnt to:

- Move with increased agility, balance and coordination (ABC)
- Show awareness of space, themselves and others
- Develop familiarity with a variety of small games equipment
- Recognise the importance of keeping healthy and some things that contribute to this
- Recognise some changes that happen to their bodies when they are active

Unit Objectives

This time children will...

- Develop a better awareness of travelling in spaces
- Develop control and accuracy when travelling with, sending and receiving a ball and other objects
- Develop their ability to play simple, competitive games with a partner
- Develop an understanding of how their bodies respond to exercise
- Develop their ability to observe other children playing games and talk about what they see

Success criteria

- Control a ball/beanbag when I send, receive and travel with it
- Keep games going when playing with friends
- Know why my heart beats faster when I run around
- Control a ball when I send and receive it
- Play games in which I need to score more points than my partner
- Find spaces to run into
- Explain to my friends how I play different games
- Send, receive and travel with a ball with more control and accuracy

Key vocabulary

- **Travel**
- **Sending**
- **Receiving**
- **Fluent**
- **Competitive**
- **Control**
- **Confidence**
- **Accuracy**

KS1 National Curriculum links

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 coordination, 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

Gymnastics

Prior Learning (skills and knowledge)

In Year 1 children should have learnt to:

- develop a range of basic travelling skills, using hands and feet, jumping, rolling, hanging, swinging and climbing
- explore movement concepts such as shape, speed and direction
- explore, choose and link actions in short movement phrases on floor and apparatus
- develop safe use of space
- develop listening, co-operating and responding skills

Unit Objectives

This time children will...

- remember, repeat and link combinations of gymnastic actions, body shapes and balances with control
- recognise and describe what their bodies feel like during different types of activity
- Improve their work using information they have gained by watching, listening and investigating
- Lift, move and place equipment safely

Success criteria

- Perform different body shapes
- Hold my body still
- Make up and repeat a movement sequence
- Make up a sequence that has a start, middle and end
- Repeat my gymnastic actions successfully
- Perform my sequence on the floor and on apparatus
- Perform sequences with my partner on the floor and on apparatus
- Watch others perform and describe what they have done

Key vocabulary

- **Control**
- **Coordination**
- **Apparatus**
- **Movement**
- **Sequence**
- **Stillness**
- **Balance**
- **Perform**

KS1 National Curriculum links

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 coordination, 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

Dance

Prior Learning (skills and knowledge)

In Year 1 children should have learnt to:

- explore movement ideas and respond imaginatively to a range of stimuli;
- move confidently and safely in their own and general space, using changes of speed, level and direction
- compose and link movement phrases to make simple dances with clear beginnings, middles and ends
- perform movement phrases using a range of body actions and body parts
- recognise how their body feels when still and when exercising

Unit Objectives

This time children will...

- explore, remember, repeat and link a range of agility, balance and coordination
- develop an awareness of the expressive qualities of the dance
- compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings;
- recognise and describe how different dance activities make them feel;
- understand the importance of warming up and cooling down
- watch and describe dance phrases and dances, and use what they learn to improve their own work

Success criteria

- Explore movement skills, actions and ideas
- Remember and repeat skills and actions
- Vary the way I perform different skills and movement phrases
- Explore, practice and improve movement skills, actions and ideas
- Remember and repeat linked skills and actions with improved control
- Watch others performing and describe and copy what they have done
- Use new skills to improve the quality of my work

Key vocabulary

- **Movement**
- **Expression**
- **Explore**
- **Sequence**
- **Performance**
- **Control**
- **Position**
- **Direction**

KS1 National Curriculum links

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

Gymnastics

Prior Learning (skills and knowledge)

In Year 2 children should have learnt to:

- remember, repeat and link body shapes and balances with control and accuracy
- recognise and describe what their bodies feel when physically active
- lift, move and place equipment safely
- evaluate and improve their work.

Unit Objectives

This time children will...

- Consolidate and improve the quality of actions, body shapes and balances
- Link phrases of movement more skilfully
- Select appropriate actions and use simple compositional ideas
- Know the importance of suppleness and strength
- Describe and evaluate the effectiveness and quality of a performance
- Recognise how their own performance has improved
- Recognise and describe the short term effects of exercise on the body

Success criteria

- Perform a variety of skills on floor and apparatus
- Work safely, sharing spaces with others
- Know how to perform both easy and difficult gymnastic skills
- Plan a sequence with my partner
- Copy my partners movements
- Work independently to create my own floor sequence
- Talk about my sequence and what I need to do to improve it

Key vocabulary

- **Sequencing**
- **Awareness**
- **Progression**
- **Movement**
- **Performance**
- **Independent**
- **Discussion**

KS2 National Curriculum links

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

Cricket

Prior Learning (skills and knowledge)

In Year 2 children should have learnt to:

- develop and use consistently, skills of passing, receiving and dribbling;
- make decisions about when to use different skills and tactics
- develop an understanding about when to attack and defend
- know how to use space in playing invasion games
- understand what is happening to their heart rate and breathing when playing energetic games;
- recognise and describe successful performance in invasion games.

Unit Objectives

This time children will...

- Develop batting, bowling, throwing and catching skills
- Select from a range of skills acquired when playing competitive striking and fielding games
- Develop a greater understanding of attack and defence in striking and fielding games
- Understand and apply rules in striking and fielding games
- Understand the importance of warming up before physical activity
- Recognise what is successful in their own and others performance and suggest how it can be improved

Success criteria

- Throw and catch a ball more consistently
- When batting, know what I need to do to score more runs
- When fielding, know what I need to do to stop runs being scored
- Understand the rules to the game I play
- Devise and play my own striking and fielding game which includes a scoring system
- Know what I am best at in games and know what I need to improve

Key vocabulary

- **Batting**
- **Bowling**
- **Throwing**
- **Catching**
- **Fielding**
- **Striking**
- **Scoring**
- **Consistency**

KS2 National Curriculum links

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

Gymnastics

Prior Learning (skills and knowledge)

In Year 3 children should have learnt to:

- Consolidate and improve the quality of actions, body shapes and balances
- Link phrases of movement more skilfully
- Select appropriate actions and use simple compositional ideas
- Know the importance of suppleness and strength
- Describe and evaluate the effectiveness and quality of a performance
- Recognise how their own performance has improved
- Recognise and describe the short term effects of exercise on the body

Unit Objectives

This time children will...

- Develop the range of actions, body shapes and balances
- Perform skills and actions more accurately and consistently
- Create gymnastic sequences that meet set criteria
- Use changes in speed, level and direction when creating sequences
- Describe how the body reacts during different types of activity
- Describe their own and others work, making simple judgements about the quality of it

Success criteria

- Match and mirror my partners actions
- Work with my partner so that we perform together and at the same time
- Perform a sequence with my partner that includes matching and mirroring skills
- Perform a sequence with my partner that includes using canon, contrasting balances
- Perform contrasting movements in gymnastics
- Create and perform an apparatus sequence with my partner
- Observe others performing, talk about what they do best and something that they could do better

Key vocabulary

- **Actions**
- **Body shape**
- **Balance**
- **Sequence**
- **Direction**
- **Mirroring**
- **Apparatus**
- **Level**

KS2 National Curriculum links

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

Cricket

Prior Learning (skills and knowledge)

In Year 3 children should have learnt to:

- Develop batting, bowling, throwing and catching skills
- Select from a range of skills acquired when playing competitive striking and fielding games
- Develop a greater understanding of attack and defence in striking and fielding games
- Understand and apply rules in striking and fielding games
- Understand the importance of warming up before physical activity
- Recognise what is successful in their own and others performance and suggest how it can be improved

Unit Objectives

This time children will...

- Develop batting, bowling, throwing and catching skills
- Select from a range of skills acquired when playing competitive striking and fielding games
- Develop a greater understanding of attack and defence in striking and fielding games
- Understand and apply rules in striking and fielding games
- Understand the importance of warming up before physical activity
- Recognise what is successful in their own and others performance and suggest how it can be improved

Success criteria

- Throw and catch a ball more consistently
- When batting, know what I need to do to score more runs
- When fielding, know what I need to do to stop runs being scored
- Understand the rules to the game I play
- Devise and play my own striking and fielding game which includes a scoring system
- Know what I am best at in games and know what I need to improve

Key vocabulary

- **Batting**
- **Bowling**
- **Throwing**
- **Catching**
- **Fielding**
- **Striking**
- **Scoring**
- **Consistency**
- **Strategy**

KS2 National Curriculum links

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

Gymnastics

Prior Learning (skills and knowledge)

In Year 4 children should have learnt to:

- Develop the range of actions, body shapes and balances
- Perform skills and actions more accurately and consistently
- Create gymnastic sequences that meet set criteria
- Use changes in speed, level and direction when creating sequences
- Describe how the body reacts during different types of activity
- Describe their own and others work, making simple judgements about the quality of it

Unit Objectives

This time children will...

- Perform actions, shapes and balances consistently and fluently
- Understand and perform actions relating to symmetry, asymmetry, twisting, turning and rotation
- Choose and apply basic compositional ideas to the sequences and adapt them to new situations
- Know and understand the basic principles of a warm up
- Understand why physical activity is good for their health
- Choose and use information and criteria to evaluate their own and others work

Success criteria

- Perform good quality balance on one leg
- Perform symmetrical and asymmetrical body shapes and actions
- Perform a cartwheel action in a sequence
- Perform different rolls using good technique
- Perform a sequence that includes rolling, balancing and inverting my body
- Jump and land with good control
- Create a sequence with my partner and be able to evaluate

Key vocabulary

- **Rolls**
- **Sequence**
- **Balance**
- **Control**
- **Technique**
- **Jumping**
- **Turning**
- **Twisting**
- **Symmetrical / asymmetrical**

KS2 National Curriculum links

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

Cricket

Prior Learning (skills and knowledge)

In Year 4 children should have learnt to:

- Develop batting, bowling, throwing and catching skills
- Select from a range of skills acquired when playing competitive striking and fielding games
- Develop a greater understanding of attack and defence in striking and fielding games
- Understand and apply rules in striking and fielding games
- Understand the importance of warming up before physical activity
- Recognise what is successful in their own and others performance and suggest how it can be improved

Unit Objectives

This time children will...

- Acquire and develop a range of skills in batting, bowling and fielding
- Develop and apply a greater understanding of the rules and tactics involved in playing striking and fielding games
- Develop a greater understanding of fitness and health and relate this to the games they play
- Recognise their own and others strengths in playing striking and fielding games
- Be able to identify what they need to improve in their own performance and discuss ways of doing this

Success criteria

- Stop the ball and send it to other players
- Understand how to score and when to run
- Know what I do best in games and know what I need to do to improve
- Bat, bowl and field with more accuracy and consistency
- When batting, hit the ball into spaces, away from fielders, to score runs
- When fielding, cover spaces in the field to make it harder for batters to score runs
- Warm up with my partner

Key vocabulary

- **Batting**
- **Bowling**
- **Fielding**
- **Spaces**
- **Scoring**
- **Catching**
- **Accuracy**
- **Consistency**

KS2 National Curriculum links

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

Dance

Prior Learning (skills and knowledge)

In Year 5 children should have learnt to:

- explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group
- compose dances by using, adapting and developing steps, formations and patterning from different dance styles
- perform dances expressively, using a range of performance skills
- organise their own warm-up and cool-down activities
- show an understanding of why it is important to warm up and cool down
- describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and content

Unit Objectives

This time children will...

- Explore, improvise and combine movement ideas fluently and effectively
- Create and structure motifs, phrases, sections and whole dances
- Begin to use basic compositional principles when creating their dances
- Understand how a dance is formed and performed
- Understand why dance is good for their fitness, health and well-being
- Prepare effectively for dancing
- Evaluate, refine and develop their own and others work

Success criteria

- Explore dance ideas using my imagination
- Select and use different movement ideas to create dance motifs
- Perform using variations of speed, flow and energy
- Create and perform dances with others
- Use dance vocabulary when describing my work
- Perform fluently with good control
- I can select and use a range of movement ideas to include in my dance
- Understand how music and props can improve the quality of my dance

Key vocabulary

- **Perform**
- **Control**
- **Imagination**
- **Speed**
- **Fluent**
- **Motif**
- **Evaluate**
- **Variations**

KS2 National Curriculum links

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

Cricket

Prior Learning (skills and knowledge)

In Year 5 children should have learnt to:

- Acquire and develop a range of skills in batting, bowling and fielding
- Develop and apply a greater understanding of the rules and tactics involved in playing striking and fielding games
- Develop a greater understanding of fitness and health and relate this to the games they play
- Recognise their own and others strengths in playing striking and fielding games
- Be able to identify what they need to improve in their own performance and discuss ways of doing this

Unit Objectives

This time children will...

- The skills and knowledge for striking and fielding games are the same for Year 5 and 6.

Success criteria

- Explore dance ideas using my imagination
- Select and use different movement ideas to create dance motifs
- Perform using variations of speed, flow and energy
- Create and perform dances with others
- Use dance vocabulary when describing my work
- Perform fluently with good control
- I can select and use a range of movement ideas to include in my dance
- Understand how music and props can improve the quality of my dance

Key vocabulary

- **Perform**
- **Control**
- **Imagination**
- **Speed**
- **Fluent**
- **Motif**
- **Evaluate**
- **Variations**

KS2 National Curriculum links

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

