



FEDERATION CURRICULUM OVERVIEW – BEING A SPORTS PERSON



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Intent	To build on fundamental skills taught/learnt in EYFS. To be able to control their body when travelling, balancing and be able to throw and catch with both hands.	To build on fundamental skills taught/learnt in Year 1. Year 2 children should be able to use hitting, kicking and rolling skills, incorporating them into games situations. Pupils also develop tactics.	To build on fundamental skills taught/learnt in Year 2. Pupils need to develop their strength, agility and running by moving at a variety of speeds and changing direction.	To build on fundamental skills taught/learnt in Year 3. To be able to throw and catch accurately in isolation and combination. To be able to jump in a variety of ways.	To build on fundamental skills taught/learnt in Year 4. Develop strength by running over a long distance. To be able to combine action, balance and shape. Combine running and jumping	To build on fundamental skills taught/learnt in Year 5. Be able to swim 25m confidently and perform self-rescue.
	<p><u>Games</u> I throw underarm.</p> <p>I hit a ball with a bat.</p> <p>I move and stop safely.</p> <p>I throw and catch with both hands.</p> <p>I throw and kick in different ways.</p> <p><u>Gymnastics</u> I make my body curled, tense, stretched and relaxed.</p> <p>I control my body when travelling and balancing</p> <p>I copy sequences and repeat them.</p>	<p><u>Games</u> I use hitting, kicking and/or rolling in a game.</p> <p>I decide the best space to be in during a game.</p> <p>I use one tactic in a game.</p> <p>I follow rules.</p> <p><u>Gymnastics</u> I plan and perform a sequence of movements.</p> <p>I improve my sequence based on feedback.</p> <p>I think of more than one way to create a sequence which follows some 'rules'.</p>	<p><u>Games</u> I throw and catch with control.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p> <p><u>Gymnastics</u> I adapt sequences to suit different types of apparatus and criteria.</p> <p>I explain how strength and suppleness affect performance.</p>	<p><u>Games</u> I catch with one hand.</p> <p>I throw and catch accurately.</p> <p>I hit a ball accurately with control.</p> <p>I keep possession of the ball.</p> <p>I vary tactics and adapt skills depending on what is happening in a game.</p> <p><u>Gymnastics</u> I work in a controlled way.</p> <p>I include change of speed and direction.</p>	<p><u>Games</u> I gain possession by working a team.</p> <p>I pass in different ways.</p> <p>I use forehand and backhand with a racket.</p> <p>I can field.</p> <p>I choose a tactic for defending and attacking.</p> <p>I use a number of techniques to pass, dribble and shoot.</p> <p><u>Gymnastics</u> I make complex extended sequences.</p>	<p><u>Games</u> I play to agreed rules.</p> <p>I explain rules.</p> <p>I can umpire.</p> <p>I make a team and communicate plan.</p> <p>I lead others in a game situation.</p> <p><u>Gymnastics</u> I combine my own work with that of others.</p> <p>I link sequences to specific timings.</p> <p><u>Dance</u> I develop sequences in a specific style.</p>

<p>I roll, curl, travel and balance in different ways.</p> <p><u>Dance</u> I move to music.</p> <p>I copy dance moves.</p> <p>I perform my own dance moves.</p> <p>I make up a short dance .</p> <p>I move safely in a space.</p> <p><u>General</u> I copy actions.</p> <p>I repeat actions and skills.</p> <p>I move with control and care.</p> <p>I use equipment safely.</p>	<p>I work on my own and with a partner.</p> <p><u>Dance</u> I change rhythm, speed, level and direction in my dance.</p> <p>I dance with control and coordination.</p> <p>I make a sequence by linking sections together.</p> <p>I use dance to show a mood or feeling.</p> <p><u>General</u> I copy and remember actions.</p> <p>I talk about what is different from what I did and what someone else did.</p> <p>NC: End of KS1: Master basic movements including running and jumping.</p> <p>Develop balance.</p> <p>Participate in team games, developing tactics for attacking and defending.</p>	<p>I compare and contrast gymnastic sequences.</p> <p><u>Dance</u> I improvise freely and translate ideas from a stimulus into movement.</p> <p>I share and create phrases with a partner and small group.</p> <p>I repeat, remember and perform phrases.</p> <p><u>Athletics</u> I run at fast, medium and slow speeds; changing speed and direction.</p> <p>I take part in a relay, remembering when to run and what to do.</p> <p><u>Outdoor and adventurous</u> I follow a map in a familiar context.</p> <p>I use clues to follow a route.</p> <p>I follow a route safely.</p>	<p>I include a range of shapes.</p> <p>I work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p><u>Dance</u> I take the lead when working with a partner or group.</p> <p>I use dance to communicate an idea.</p> <p><u>Athletics</u> I run over a long distance.</p> <p>I sprint over a short distance.</p> <p>I throw in different ways.</p> <p>I hit a target.</p> <p>I jump in different ways.</p> <p><u>Outdoor and adventurous</u> I follow a map in a (more demanding) familiar context.</p> <p>I follow a route within a time limit.</p>	<p>I combine action, balance and shape.</p> <p>I perform consistently to different audiences.</p> <p><u>Dance</u> I compose my own dances in a creative way.</p> <p>I perform to an accompaniment.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p> <p><u>Athletics</u> I controlled when taking off and landing.</p> <p>I throw with accuracy.</p> <p>I combine running and jumping.</p> <p><u>Outdoor and adventurous</u> I follow a map in an unknown location.</p> <p>I use clues and a compass to navigate a route.</p> <p>I change my route to overcome a problem.</p> <p>I use new information to change my route.</p>	<p>I choose my own music and style.</p> <p><u>Athletics</u> I demonstrate stamina.</p> <p><u>Outdoor and adventurous</u> I plan a route and a series of clues for someone else.</p> <p>I plan with others taking account of safety and danger.</p> <p>NC: End of KS2: Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility and strength.</p> <p>Compare performances with previous ones and demonstrate improvement.</p> <p>All children should be able to swim 25m confidently.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in water based situations.</p>
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