



Leavening Community Primary School work to a skills based curriculum, which helps ensure that children learn not only factual information, but also develop the skills they need to function well in the future.

This document is designed to give you an overview of what skills your child will be taught within each year group.

Skills	Nursery and Reception (EYFS)	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Dance	<ul style="list-style-type: none"> • Copy basic body actions and rhythms. • Choose and use travelling actions, shapes and balances. • Travel in different pathways using the space around them. • Begin to use dynamics and expression with guidance. • Begin to count to music. 	<ul style="list-style-type: none"> • Copy and explore basic movements with clear control. • Vary levels and speed in sequence • Can vary the size of their body shapes • Add a change of direction to a sequence • Use space well and negotiates space clearly. • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> • Confidently improvise with a partner or on their own. • Begin to create longer dance sequences in a larger group. • Demonstrate precision and some control in response to stimuli. • Begin to vary dynamics and develop actions and motifs. • Demonstrate rhythm and spatial awareness. • Modify parts of a sequence as a result of self-evaluation. • Use simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Exaggerate dance movements and motifs (using expression when moving) • Perform with confidence, using a range of movement patterns. • Demonstrate a strong imagination when creating own dance sequences and motifs. • Demonstrate strong movements throughout a dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. • Begin to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. • Improvise with confidence, still demonstrating fluency across their sequence. • Dance with fluency, linking all movements and ensuring they flow. • Demonstrate consistent precision when performing dance sequences. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work.

Skills	Nursery and Reception (EYFS)	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Gymnastics	<ul style="list-style-type: none"> • Create shapes showing a basic level of stillness using different parts of their bodies • Begin to take weight on different body parts. • Show shapes and actions that stretch their bodies. • Copy and link simple actions together. 	<ul style="list-style-type: none"> • Copy and explore basic movements with some control and coordination. • Can perform different body shapes • Perform at different levels • Can perform 2 footed jump • Can use equipment safely • Balances with some control • 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. 	<ul style="list-style-type: none"> • Links skills with control, technique, coordination and fluency. • Understand composition by performing more complex sequences. • Begin to use gym 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. 	<ul style="list-style-type: none"> • 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. • Adapts sequences to include a partner or a small group. • 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. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Use more complex gym vocabulary to describe how to improve and refine performances. • Develop strength, technique and flexibility throughout performances.

Skills	Nursery and Reception (EYFS)	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Games	<ul style="list-style-type: none"> • Drop and catch with two hands. • Move a ball with feet. • Throw and roll a variety of beanbags and larger balls to space. • Kick larger balls into a space. • Stop a beanbag or large ball sent to them using feet. • Hit a ball with hands. • Run well and stop when instructed. • Move around showing limited awareness of others. • Make simple decisions in response to a situation. • Jump with both feet off the ground at the same time. 	<ul style="list-style-type: none"> • Be confident to send the ball to others in a range of ways. • Begin to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Begin to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Begin to develop an understanding of attacking/ defending 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking • Use skills with coordination, control and fluency. • Take part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Work well in a group to develop various games. • Compare and comments on skills to support the creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Use running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking • Keep possession of balls during games situations. • Consistently use skills with coordination, control and fluency. • Take part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modify competitive games. • Compare and comment on skills to support the creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Use running, jumping, throwing and catching in isolation and in combination.

Skills	Nursery and Reception (EYFS)	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Athletics	<ul style="list-style-type: none"> • Jump 2 feet to 2 feet. • Run, changing speed from fast to slow. • Hop on the spot. • Throw a ball with some control overarm. • Jump for height 5-9cm • Jump for distance 30-59cm • Leap hurdles 30m within 16-12secs • Chest push • Run for longer distances • Participate in Sports day 	<ul style="list-style-type: none"> • Can change speed and direction whilst running. • Can jump from a standing position with accuracy. • Performs a variety of throws with control and coordination, preparation for shot put and javelin. • Can use equipment safely. 	<ul style="list-style-type: none"> • Begin to build a variety of running techniques and use with confidence. • Can 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. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Begin to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. E.g. hop skip jump (triple jump). • Begin to record peers performances, and evaluate these. • Demonstrate accuracy and confidence in throwing and catching activities. • Describe good athletic performance using correct vocabulary. • Can use equipment safely and with good control.

Skills	Nursery and Reception (EYFS)	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Swimming			<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively (for example, front crawl, and breaststroke). Perform safe self-rescue in water-based situations. 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively (for example, front crawl, and breaststroke). Perform safe self-rescue in water-based situations.
Healthy Lifestyles	<ul style="list-style-type: none"> Understand the importance for good health of physical exercise and healthy diet. Talk about different ways to keep healthy and safe. 	<ul style="list-style-type: none"> Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. 	<ul style="list-style-type: none"> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down. 	<ul style="list-style-type: none"> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down.
Evaluation		<ul style="list-style-type: none"> Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> Watch and describe performances accurately. Begin to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> Watch and describe performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.

	Nursery and Reception (EYFS)	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Progression in Vocabulary	<p>General</p> <p>Jump, kick, roll, run, walk. high, low, hit, bounce, throw, catch, ball, move, start, stop, slide, stretch, climb, hoop, beanbag</p>	<p>General</p> <p>Forwards, backwards, balance, curl, games, gym, sideways, skills, teammate, travel, single, balance, target, accuracy, aim</p> <p>Gymnastics</p> <p>Along, direction, level, link, onto and off, over, pike, posture, rolling (egg, log, forward, side, teddy bear rolls), sequence, straddle, straight, tension, travel, tuck, apparatus, balance, patches, points, shapes, travelling, shoulder, stand, tension, flow, independent, performance, travel</p>	<p>Swimming</p> <p>Stroke, swim, activity, length, width</p> <p>Gymnastics</p> <p>Analyse, balance, co-operation, empathy, jumps, landing, shapes, roll, teamwork, travel, asymmetry, balance, body, canon, counterbalance, moves, pike, posture, sequence, straddle, symmetry, techniques, tension, tuck, unison</p> <p>Dance</p> <p>Canon, clock, confidence, direction, formation, performance, pivot, tempo, timing, unison, agility, balance, co-ordination, dynamics, emotion, endurance, expression, improvise, line, dancing, muscular strength, phrasing, rhythm, sequence, flexibility, space, stamina, strut</p>	<p>Gymnastics</p> <p>Arch, asymmetrical, balance, canon, counterbalance, direction, dish, dynamic, evaluate, extend, level, points of balance, pull, push, rolling, rotation, sequence, shape, star, symmetrical, techniques, tension, front and back support, movement, rolling and bridging, symmetrical Unison,</p> <p>Dance</p> <p>Agility, back point step, posture, balance, beats, Bollywood dancing, Break-it-down, canon, collaboration, control, emotion, flexibility, fluency, lotus, motif, prayer, rhythm, sections, timing, variation, canon, choreograph, fluency, match, mirror, pose, routine, Street dance</p>

		<p>Dance Beat, gesture, perform, rap, beat, flow, independent, movements, performance, sequence, mirror, repeat</p> <p>Games Bat, racket, catch, fielding, Rounders, scoring, strike, target, throw, warm-up, cool down, field games, bounce, circuit, cushion, Kwik Cricket, overarm, throw sideways, underarm, dribble, balance, strike, obstacle, hit, pass, opponent, control, rules, team, cooperate</p> <p>Athletics Active, athletics, balance, hopping, jog, mobility, obstacle, overarm throw, relay, speed sprint, take-off and landing, underarm, active, athletics, balance, direction, distance, hurdle, obstacle, power, relaxed relay, speed, swing</p>	<p>Games basketball, challenge, control, communication, coordination, cricket, distance, dodge, field, football, heartrate, hurling, game, muscles, netball, opposition, overarm, physical, position, possession, putting, quoit, rugby, rules, tactics, team, tennis, underarm, games, accuracy, bowling, defenders, fielding, long barrier, overarm throw, retrieve, run, safe zone, soft hands, striking, stumped surface area, target hands, underarm throw Wickets, backhand drop, serve, forehand, rally, rally building, receive, send, trap</p> <p>Athletics changeover, competition, direction, improve, landing, overarm, relay, take-off, underarm, arm action, bend, carousel, control, distance, effort, extend, handover, javelin, knee, lift, landing, Long jump, pace, position, pull, push, push technique, relax, relay, stride, length, take off, target, technique</p>	<p>Games Backhand, drop serve, forehand, overhead serve, rally, rally building, scoring, volley Tennis/Badminton, aim, attack, back line, contact, court, disguise, doubles, high, long, low, net, opponent, outwit, overhead, clear, pressure, racket , rally, ready position, serve shot, shuttle, target</p> <p>Athletics Baton, continuous, throw, bend, direction, sprint start, standing start</p>
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