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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | | **Year 6**  **(Upper KS2 skills)** |
| **King Street Dancer** | Copies and explores basic movements and body patterns  Remembers simple movements and dance steps  Links movements to sounds and music.  Responds to range of stimuli. | Copies and explores basic movements with clear control.  Varies levels and speed in sequence  Can vary the size of their body shapes  Add change of direction to a sequence  Uses space well and negotiates space clearly.  Can describe a short dance using appropriate vocabulary.  Responds imaginatively to stimuli. | Beginning to improvise independently to create a simple dance.  Beginning to improvise with a partner to create a simple dance.  Translates ideas from stimuli into movement with support.  Beginning to compare and adapt movements and motifs to create a larger sequence.  Uses simple dance vocabulary to compare and improve work. | | Confidently improvises with a partner or on their own.  Beginning to create longer dance sequences in a larger group.  Demonstrating precision and some control in response to stimuli.  Beginning to vary dynamics and develop actions and motifs.  Demonstrates rhythm and spatial awareness.  Modifies parts of a sequence as a result of self-evaluation.  Uses simple dance vocabulary to compare and improve work. | Beginning to exaggerate dance movements and motifs (using expression when moving)  Demonstrates strong movements throughout a dance sequence.  Combines flexibility, techniques and movements to create a fluent sequence.  Moves appropriately and with the required style in relation to the stimulus.  e.g using various levels, ways of travelling and motifs.  Beginning to show a change of pace and timing in their movements.  Uses the space provided to his maximum potential.  Improvises with confidence, still demonstrating fluency across their sequence.  Modifies parts of a sequence as a result of self and peer evaluation.  Uses more complex dance vocabulary to compare and improve work. | | Exaggerate dance movements and motifs (using expression when moving)  Performs with confidence, using a range of movement patterns.  Demonstrates a strong imagination when creating own dance sequences and motifs.  Demonstrates strong movements throughout a dance sequence.  Combines flexibility, techniques and movements to create a fluent sequence.  Moves appropriately and with the required style in relation to the stimulus.  e.g using various levels, ways of travelling and motifs.  Beginning to show a change of pace and timing in their movements.  Is able to move to the beat accurately in dance sequences.  Improvises with confidence, still demonstrating fluency across their sequence.  Dances with fluency, linking all movements and ensuring they flow.  Demonstrates consistent precision when performing dance sequences.  Modifies parts of a sequence as a result of self and peer evaluation.  Uses more complex dance vocabulary to compare and improve work. |
| **King Street Gymnast** | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | | **Year 6**  **(Upper KS2 skills)** |
| Copies and explores basic movements with some control and coordination.  Can perform different body shapes  Performs at different levels  Can perform 2 footed jump  Can use equipment safely  Balances with some control  Can link 2-3 simple movements | Explores and creates different pathways and patterns.  Uses equipment in a variety of ways to create a sequence  Link movements together to create a sequence | Applies compositional ideas independently and with others to create a sequence.  Copies, explores and remembers a variety of movements and uses these to create their own sequence.  Describes their own work using simple gym vocabulary.  Beginning to notice similarities and differences between sequences.  Uses turns whilst travelling in a variety of ways.  Beginning to show flexibility in movements  Beginning to develop good technique when travelling, balancing, using equipment etc | | Links skills with control, technique, co-ordination and fluency.  Understands composition by performing more complex sequences.  Beginning to use gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances.  Creates sequences using various body shapes and equipment.  Combines equipment with movement to create sequences. | Select and combine their skills, techniques and ideas.  Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.  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.  Uses more complex gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances.  Links skills with control, technique, co-ordination and fluency.  Understands composition by performing more complex sequences. | | Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.  Performs 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 increases 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.  Develops strength, technique and flexibility throughout performances. |
| **King Street Invasion Player**    *\*Football*  *Hockey*  *\*Netball*  *\*Basketball*  *\*Rugby* | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | | **Year 6**  **(Upper KS2 skills)** |
| Explore different ways using a ball  Explore ways to send a ball or other equipment  Retrieve and stop a ball using different parts of the body.  Play a variety of running and avoiding games.  Participate in simple team games (1v1, 2v2)  Develop simple attacking and defending techniques  Pass and receive a ball in different ways with increased control. | Develop control and accuracy when moving with a ball in a variety of different games.  Pass and receive a ball with more control and accuracy.  Recognise the best ways to score points and stop points being scored.  Recognise how they work best with their partner.  Use different rules and tactics for invasion games.  Make it difficult for opponents.  Keep the ball and find best places to score.  Watch others accurately.  Describe what they see and ask to copy others’ ideas, skills and tactics.  Participate in team games.  Understand and develop tactics for attacking and defending. | Partner using a number of sending and receiving techniques.  Improve accuracy of passes and use space to keep possession better.  Remain in control of ball while travelling.  To help others know where they are going.  Look when travelling and what happens after they have passed ball.  Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.  Know which passes are best, tactics to keep possession. Find space to receive and support  Know what to think about when team has and hasn't got the ball.  How to organise themselves differently to play each of the games successfully.  Understand patterns of play- if ball is in a certain position where should players be. | | Play 3vs1 and 4vs1 and how to use the space and help each other.  Score more regularly without making mistakes.  Choose and adapt their techniques to keep possession and give their team chance to shoot.  Plan ideas and tactics similar across invasion games.  Know what rules are needed to make games fair.  Understand simple patterns of play.  Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. | Show ways to keep ball away from defenders.  How to shield the ball.  Change speed, direction with ball to get away from defender.  Shoot accurately in a variety of ways.  Mark an opponent more accurately.  Watch and evaluate the success of the games they play in.  Identify parts of the game that are going well and parts that need improving.  Explain how confident they feel in different positions.  Suggest what they need to practice to enjoy game more.  Change pitch size to make games better. | | Understand that when team has ball they are attacking and when they haven’t they are defending.  Understand different ways of attacking and encourage them to use positions for their team carefully.  Understand different ways to attack and defend.  Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence.  Understand how to get ready for games. |
| **Football** |  |  | Begin to dribble a ball making small touches  Begin to send a football to someone on team.  Keep a ball under control.  Know where space is and try to move into it.  Mark another player and defend when needed. | | Dribble with small touches into space.  Send a football to someone on the team, using different parts of foot.  Keep a ball under control when receiving a range of passes from team.  Understand where the space is and can move into it.  Mark another player and begin to attempt interceptions. | Dribble making small touches into space with speed.  Send a football to someone on the team, using different parts of foot accurately.  Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).  See space, and use it effectively.  Lose a defender to receive a pass.  Defend a player and make some successful interceptions for team. | | Dribble making small touches into space with speed, to beat defenders.  Make decisions regarding how and when to send a football to someone in team.  Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.  Know how space changes within a game and when and how to move into changing spaces.  Draw defender away to create space.  Position body to defend effectively, making successful interceptions. |
| **Hockey** |  |  | Begin to show how to hold a hockey stick and which side to use.  Use a simple push pass to another team mate.  Dribble the ball keeping it close to me using the correct side of stick.  Show some signs of an  approaching a player to tackle and cause pressure.  Begin to attempt to score a goal from anywhere. | | Sometimes change direction of travel by rotating and turning stick to support this.  Use a push pass to make a direct pass.  Begin to use a slap pass (bringing stick back and causing more power).  Use speed to dribble the ball into space.  Maintain defence and keep the pressure until possession is gained.  Attempt to score inside a designated scoring area. | Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders.  Choose between the two passes (push/slap) and explain simply why.  Make a direct pass while dribbling.    Begin to use stick to mark a player from the side line causing them difficulty.  Successfully score while in the scoring area. | | Use speed, changing of direction and Indian dribbling to advance towards team’s goal.  Use a range of passes knowing which one depending on the distance of the pass.  Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).  Know when to defend and what defence skills could be used.  Seize an opportunity to score, sometimes quite quickly. |
| **Netball** |  |  | Use of first steps netball (4 a side C GA GS GK) over 1/3 of a netball court) | | | Use of High Five netball (5 a side C GA GA GS GK) over a whole netball court | | |
|  |  | Make a series of passes to team mates moving towards a scoring area.  Show some signs of using a chest pass and shoulder pass.  Show a target to indicate where I’d like to pass to.  Know where space is and try to move into it.  Mark another player and defend when needed. | | Use a chest pass and shoulder pass to support team in scoring.  Make decisions regarding which is the best type of pass to use.  Begin to use a bounce pass, which only bounces once.  Identify space to move into and show a clear target to receive a pass.  Mark another player and begin to attempt interceptions.  Know where positions are allowed on a court. | Use all three passes (chest, shoulder & bounce) correctly.  Use a range of speeds within a game to support a team in scoring.  Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.  Lose a defender to receive a pass.  Defend a player and make some successful interceptions (snatch & catch) when playing as a team. | | Know which pass is best to use and when in a game.  Use a range of square & straight passes to change direction of the ball.  Use landing foot to change direction to lose a defender.  Draw defender away to create space for self or team.  Position body to defend effectively, making successful interceptions. |
| **Tag Rugby** |  |  | Move holding a rugby ball  Know where to score a try and how to position the ball to score a try  Move into spaces to avoid defenders  Make a backward pass to team mates, using the direction most comfortable  Know to tag team mates when to defend | | Move with speed (and change of) with the ball and without  Use speed and space to avoid defenders  Pass backwards and in both directions and sometimes on the move  Tag the person who has the ball, but can mark a player who doesn’t have the ball  Begin to make a high pop pass to avoid a defender | Be able to evade and tag opponents.  Be able to pass and receive a pass at speed.  Be able to pass and receive a pass at speed in a game situation.  Refine attacking and defending skills.  Develop tactics as a team.  Apply learned skills in a game of tag rugby. | | Be able to evade and tag opponents.  Running at speed, changing direction at speed.  Play effectively in attack and defence  Score points against opposition  Support player with the ball |
| **King Street Striker and Fielder**    \* Kickball \*Rounders  \*Kwik Cricket,  \*Cricket | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | | **Year 6**  **(Upper KS2 skills)** |
| Focus on technique on striking a ball with control when shown.  Focus on technique on fielding a ball using under and over arm throwing.  Able to play simple games in small groups, applying rules and skills that have been taught. | Choose, use and vary simple tactics.  Recognise good quality in performance.  Participate in team games. Pass and receive a ball in different ways with control and increased accuracy.  Perform fielding techniques with increased control and co-ordination | Consolidate and develop the range and consistency of their skills in striking and fielding games | | Throw and catch a ball at different speeds, directions and heights.  Choose and use a range of simple tactics and strategies.  Keep, adapt and make rules for striking and fielding games | Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g throwing, catching and striking a ball accurately to a static and moving partner at different distances | | Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.  Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm thro. |
| **Rounders** |  |  | Be able to play simple rounders games  Apply some rules to games  Develop and use simple rounders skills | | Develop the range of rounders skills that can apply in a competitive context  Choose and use a range of simple tactics in isolation and in a game context  Identify different positions in rounders and the roles of those positions | Link together a range of skills and use in combination.  Collaborate as a team to choose, use and adapt rules in games.  Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance  Throw and catch under pressure.  Use fielding skills to stop the ball effectively.  Learn batting control.  Learn the role of backstop.  Play in a tournament and work as team, using tactics in order to beat another team.  Play in a tournament and work as team, using  tactics in order to beat another team | | Apply consistently rounders rules in conditioned games  Play small sided games using standard rounders pitch layout  Use a range of tactics for attacking and defending in role of bowler, batter and fielder |
| **Cricket** |  |  | Throw and catch under pressure.  Use fielding skills to stop the ball effectively.  Learn batting control.  Learn the role of backstop.  Play in a tournament and work as team, using  tactics in order to beat another team.  Play in a tournament and work as team, using  tactics in order to beat another team | | To develop the range of Cricket skills they can apply in a competitive context  To choose and use a range of simple tactics in isolation and in a game context  To consolidate existing skills and apply with consistency | To link together a range of skills and use in combination  To collaborate as a team to choose, use and adapt rules in games  To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance | | To apply with consistency standard cricket rules in a variety of different styles of games  To attempt a small range of recognised shots in isolation and in competitive scenarios  To use a range of tactics for attacking and defending in role of bowler, batter and fielder |
| **King Street Net & Wall Player**    \*Tennis \*Badminton | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | | **Year 6**  **(Upper KS2 skills)** |
| Focus on throwing a ball with control both over and underarm with prompts.  Focus on catching a ball from shorter and longer distances, on their own and in groups.  Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3.  Pass and receive a ball in different ways with control and increased accuracy. | Use their skills to play end to end games, games over a barrier and fielding games.  Use their ability to solve problems and make decisions.  Watch others and describe what is happening.  Talk about what they have done and how they did it.  Participate in team games.  Pass and receive a ball in different ways with control and increased accuracy.  Perform fielding techniques with increased control and coordination. | Practise throwing and catching with a variety of different balls and using different types of throwing.  Hit the ball with a racket. Use different shots.  Play games using throwing and catching skills.  Vary strength, length and direction of throw.  Know how can they make it difficult for opponent to receive ball.  Stand when receiving. Understand attack and defence tactics. Understand rules about the games. | | Play games using throwing and catching skills.  Vary strength, length and direction of throw.  Understand how they can make it difficult for opponent to receive ball.  Understand where to stand when receiving.  Understand attack and defence tactics.  Understand rules about the games. | Hold and swing racket and where to stand on the court when hitting, catching and receiving.  Hit the ball on both sides of the body and above head.  Use different types of shots during a game. Improve accuracy.  Explain why they or others are playing well in the games.  Know what they need to get better at and what to practice.  Know how to change court to make easier.  Understand practices to help with precision and consistency and speed about the court. | | Devise a scoring system. Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.  Know where to stand when attacking and defending.  Explain why they or others are playing well in the games. Know what they need to get better at and what to practice.  Understand how to change court to make easier.  Understand practices to help with precision and consistency and speed about the court. |
| **Tennis** |  |  | Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)  Tap the ball back and forth to partner  Stand in a ready position holding racquet correctly  Change from a ready position before tapping the ball to a partner    Begin to know what it means by a forehand and backhand position  Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed | | Tap the ball back and forth to a partner over a small space  Begin to tap a ball over a net allowing for a bounce, hit technique  Move from a ready position into a forehand position/backhand position quickly  Bring racquet to meet the ball for a forehand and backhand hit  Know to use two hands for an effective backhand  Move racquet in a low to high swing for an effective tap  Serve the ball straight from hands to racquet making sure it lands ‘in’ on the other side | Tap the ball using either a fore hand or back hand motion  Move towards the ball from ‘ready’ position choosing either forehand or backhand depending on where the ball is  Set racquet back in its ready position quickly upon recovery  Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit  Serve the ball correctly beginning to purposely aim for space to score | | Turn and run to the ball getting into a forehand or backhand position en route  Use ‘move-hit-recover’ approach within a game showing facing forward on recovery  Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).  Use the correct swing technique and control with smooth swings keeping the path of the racquet the same  Serve the ball accurately making team mates have to move to send it back |
| **Badminton** |  |  |  | |  |  | |  |
| **King Street Athlete** | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | | **Year 6**  **(Upper KS2 skills)** |
| Can run at different speeds.  Can jump from a standing position  Performs a variety of throws with basic control. | Can change speed and direction whilst running.  Can jump from a standing position with accuracy.  Performs a variety of throws with control and co-ordination.  preparation for shot put and javelin  Can use equipment safely | Run in different directions and at different speeds, using a good technique.  Improve throwing technique.  Reinforce jumping techniques.  Understand the relay and passing the baton.  Choose and understand appropriate running techniques.  Compete in a mini competition, recording scores.  Use their bodies to:  • Sprint 50m within 17-14secs develop to 13-10secs  • Jump for height 20- 24cm  • Jump for distance90 - 119cm  • Leap hurdles 60m within 25–18 secs develop to 17-14 secs  • Overarm throw 20- 29m  • Chest push 34-6m  • Run for longer distance 400m 3:30-2:31 develop to 2:30-2:0 | | Select and maintain a running pace for different distances.  Practise throwing with power and accuracy.  Throw safely and with understanding.  Demonstrate good running technique in a competitive situation.  Explore different footwork patterns  Understand which technique is most effective when jumping for distance.  Utilise all the skills learned in this unit in a competitive situation.  use their bodies to:  • Sprint 50m within 13-10secs develop to under 10secs  • Jump for height 25- 29cm  • Jump for distance120-149cm  • Leap hurdles 60m within 17-14 secs develop to under 14secs  • Overarm throw 20- 29m develop to 30- 34m  • Chest push 4-6m develop to 6-8m  • Run for longer distance 400m 2:30-2:01 develop to under 2mins | Use correct technique to run at speed.  Develop the ability to run for distance.  Throw with accuracy and power.  Identify and apply techniques of relay running.  Explore different footwork patterns.  Understand which technique is most effective when jumping for distance.  Learn how to use skills to improve the distance of a pull throw.  Demonstrate good techniques in a competitive situation.  use their bodies to:  • Sprint 75m within 20-16develop to 15-12secs  • Jump for height 30- 34cm  • Jump for distance150 -179cm  • Leap hurdles 60m within 25 -18 secs develop to 17 - 14secs  • Overarm throw 30 - 34m develop to 35+m  • Chest push 6 - 8 m develop to 8+  • Run for longer distance 600m 5:00 -3:31 develop to 3:30 -2:31 | | Investigate running styles and changes of speed.  Practise throwing with power and accuracy.  Throw safely and with understanding.  Demonstrate good running technique in a competitive situation.  Explore different footwork patterns.  Understand which technique is most effective when jumping for distance.  Utilise all the skills learned in this unit in a competitive situation.  use their bodies to:  • Sprint 75m within 20-16develop to 15-12secs  Jump for height 30 - 34cm  • Jump for distance150 -179cm  • Leap hurdles 60m within 25 -18 secs develop to 17 - 14secs  • Overarm throw 30 - 34m develop to 35+m  • Chest push 6 - 8 m develop to 8+  • Run for longer distance 600m 5:00 -3:31 develop to 3:30 -2:31 |
|  | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | | **Year 6**  **(Upper KS2 skills)** |
| **King Street Adventurer** | - | - | Develops listening skills.  Creates simple body shapes.  Listens to instructions from a partner/ adult.  Beginning to think activities through and problem solve.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe. | | Develops strong listening skills.  Uses simple maps.  Beginning to think activities through and problem solve.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe. | Develops strong listening skills.  Use s and interprets simple maps.  Think activities through and problem solve using general knowledge.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe. | | Develops strong listening skills.  Use s and interprets simple maps.  Think activities through and problem solve using general knowledge.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe. |
| **King Street**  **Swimmer** |  |  |  | |  |  | | Swims competently, confidently and proficiently over a distance of at least 25 metres  Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.  Performs safe self-rescue in different water-based situations. |
| **Evaluation** | | | Can comment on own and others performance  Can give comments on how to improve performance.  Use appropriate vocabulary when giving feedback. | | Watches and describes performances accurately.  Beginning 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. | | | Watches and describes 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. | |
| **Healthy Lifestyles** | | | Can describe the effect exercise has on the body  Can explain the importance of exercise and a healthy lifestyle. | | Can describe the effect exercise has on the body  Can explain the importance of exercise and a healthy lifestyle.  Understands the need to warm up and cool down. | | | Can describe the effect exercise has on the body  Can explain the importance of exercise and a healthy lifestyle.  Understands the need to warm up and cool down. | |