



Dance					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform basic body actions.</p> <p>Use different parts of the body singly and in combination.</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Choose appropriate movements for different dance ideas.</p> <p>Remember and repeat short dance phrases and simple dances.</p> <p>Move with control and vary the way they use space.</p> <p>Describe basic body actions and simple expressive qualities of movement.</p>	<p>Perform body actions with control and co-ordination.</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea mood or feeling.</p> <p>Link actions.</p> <p>Remember and repeat dance phrases.</p> <p>Perform short dances, showing an understanding of expressive qualities;</p> <p>Describe how dancing affects their body;</p> <p>Know why it is important to be active;</p> <p>Suggest ways they could improve their work.</p>	<p>Improvise freely translating ideas from a stimulus into a movement</p> <p>Create dance phrases that communicate ideas;</p> <p>Share and create dance phrases with a partner and in a small group;</p> <p>Repeat, remember and perform these phrases in a dance;</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control;</p> <p>Understand the importance of warming up and cooling down;</p> <p>Recognise and talk about the movements used and the expressive qualities of dance.</p> <p>Suggest warm up activities.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</p> <p>Refine, repeat and remember dance phrases and dances;</p> <p>Perform dances clearly and fluently; Show sensitivity to the dance idea and the accompaniment;</p> <p>Show a clear understanding of how to warm up and cool down safely;</p> <p>Describe, interpret and evaluate dance, using appropriate language.</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups.</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</p> <p>Perform different styles of dance clearly and fluently;</p> <p>Organise their own warm-up and cooldown exercises;</p> <p>Show an understanding of safe exercising;</p> <p>Recognise and comment on dances, showing an understanding of style;</p> <p>Suggest ways to improve their own and other people's work.</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</p> <p>Perform to an accompaniment expressively and sensitively;</p> <p>Perform dances fluently and with control;</p> <p>Warm up and cool down independently;</p> <p>Understand how dance helps to keep them healthy;</p> <p>Use appropriate criteria to evaluate and refine their own and others' work;</p> <p>Talk about dance with understanding, using appropriate Language and terminology.</p>

Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p> <p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p> <p>Make their body tense, relaxed, stretched and curled;</p>	<p>Plan and repeat simple sequences of actions; show contrasts in shape;</p> <p>Perform a sequence that shows clear change of speed;</p> <p>Perform the basic gymnastic actions with coordination, control and variety;</p> <p>Recognise and describe how they feel after exercise;</p> <p>Describe what their bodies feel like during gymnastic activity;</p> <p>Describe what they and others have done;</p> <p>Say why they think gymnastic actions are being performed well</p> <p>Be able to perform a sequence that flows;</p>	<p>Use a greater number of their own ideas for movements in response to a task;</p> <p>Choose and plan sequences of contrasting actions;</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability;</p> <p>Explain how strength and suppleness affect performance;</p> <p>Compare and contrast gymnastic sequences, commenting on Similarities and differences;</p> <p>With help, recognise how performances could be improved;</p> <p>Be able to perform a sequence in time with a partner;</p> <p>Know and understand to teach a sequence to a</p>	<p>Perform actions, balances, body shapes and agilities with control;</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement;</p> <p>Adapt their own movements to include a partner in a sequence;</p> <p>Understand that strength and suppleness can be improved;</p> <p>Recognise criteria that lead to improvement, e.g. changing a level; watch, describe and suggest possible improvements to others' performances;</p> <p>Suggest improvements to their own performance Be able to perform a sequence following a pathway, in time with a partner;</p> <p>Know and understand how to sequence movements that move people together</p>	<p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas;</p> <p>Adapt their performance to the demands of a task, using their knowledge of composition;</p> <p>Use basic set criteria to make simple judgements about performances and Suggest ways they could be improved</p> <p>Be able to link and perform multiple sequential elements e.g. up to 8</p> <p>understand the need for warming up and working on body strength, tone and flexibility;</p>	<p>Make up longer, more complex sequences, including changes of direction, level and speed;</p> <p>Develop their own solutions to a task by choosing and applying a range of compositional principles;</p> <p>Combine and perform gymnastic actions, shapes and balances;</p> <p>Show clarity, fluency, accuracy and consistency in their movements;</p> <p>Say, in simple terms, why activity is good for their health, fitness and wellbeing;</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>

<p>Describe what they do in their movement phrases</p>		<p>partner; Suggest warm-up activities;</p>	<p>and apart lead a partner through short warm-up routines;</p>	<p>Lead small groups in warm-up activities;</p>	<p>Be able to link at 3 different levels; Know and understand how to perform at different levels; Be able to link and perform multiple sequential elements e.g. up to 10 Be able to adapt an individual sequence to become a group sequence; Understand the importance of warming up and cooling down;</p>
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Athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be able to evaluate their performance using time;</p> <p>Know and understand quicker and slower ways of travelling;</p> <p>Develop fundamental movement skills. E.g. hopping, skipping...;</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p>	<p>Be able to attempt a variety of throwing techniques in order to improve accuracy;</p> <p>Know and understand how the position of the body affects throwing performance;</p> <p>Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;</p> <p>Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations;</p> <p>Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps</p> <p>Know and understand how different jumping techniques affect distance travelled;</p>	<p>Run at fast, medium and slow speeds, changing speed and direction;</p> <p>Be able to run, jump and throw using a variety of techniques</p> <p>Know and understand how altering the movement of any parts of the body during performance affects end results</p> <p>Learn to use skills in different ways and link them to make actions</p> <p>Develop an understanding of how to improve in different physical activities</p>	<p>Link running and jumping activities with some fluency, control and consistency;</p> <p>Make up and repeat a short sequence of linked jumps;</p> <p>Take part in a relay activity, remembering when to run and what to do;</p> <p>Throw a variety of objects, changing their action for accuracy and distance;</p> <p>Recognize when their heart rate, temperature and breathing rate have changed</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods;</p> <p>Know and demonstrate a range of throwing techniques;</p> <p>Throw with some accuracy and power into a target area;</p> <p>Perform a range of jumps, showing consistent technique and sometimes using a short run-up;</p> <p>Play different roles in small groups;</p> <p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p> <p>Compare and contrast performances using appropriate language;</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;</p> <p>Show control at takeoff in jumping activities;</p> <p>Show accuracy and good technique when throwing for distance;</p> <p>Organise and manage an athletic event well;</p> <p>Understand how stamina and power help people to perform well in different athletic activities;</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria</p>

			<p><u>Swimming:</u></p> <p>To work with confidence in the water.</p> <p>Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water.</p> <p>To remember, repeat and link skills</p> <p>To perform a front and back stroke</p> <p>To swim a minimum of 25m</p>	<p><u>Swimming:</u></p> <p>To work with confidence in the water.</p> <p>Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water.</p> <p>To remember, repeat and link skills</p> <p>To perform a front and back stroke</p> <p>To swim a minimum of 25m</p>	<p><u>Swimming:</u></p> <p>To work with confidence in the water.</p> <p>Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water.</p> <p>To remember, repeat and link skills</p> <p>To perform a front and back stroke</p> <p>To swim a minimum of 25m</p>
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Fundamental Games (Key Stage 1)

Year 1

Use basic underarm, rolling and hitting skills;

Sometimes use overarm skills e.g. throwing a bean bag; Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency;

Sometimes catch a beanbag and a medium-sized ball;

Track balls and other equipment sent to them, moving in line with the ball to collect it;

Throw, hit and kick a ball in a variety of ways, depending on The needs of the game;

Choose different ways of hitting, throwing, striking or kicking the ball;

Decide where to stand to make it difficult for their opponent and to understand the term defend;

Describe what they and others are doing;

Describe how their body feels during games

Year 2

Show awareness of opponents and team mates when playing games;

Perform basic skills of rolling, striking and kicking with more confidence;

Apply these skills in a variety of simple games;

Be able to throw and catch a ball with a team member;

Know and understand the term intercept;

Make choices about appropriate targets, space and equipment;

Use a variety of simple tactics;

Describe how their bodies work and feel when playing games;

Work well with a partner and in a small group to improve their skills;

Be able to catch a moving ball

Know and understand the term 'feed'

Be aware of space and use it to support team-mates and cause problems for the opposition.

Invasion Games (Key Stage 2)

Year 3	Year 4	Year 5	Year 6
<p>Throw and catch with control to keep possession and score 'goals';</p> <p>Pass and dribble with control without opponent;</p> <p>Be able to bounce the ball in the direction of a target;</p> <p>Know and use rules fairly to keep games going;</p> <p>Say when a player has moved to help others;</p> <p>Apply this knowledge to their own play</p> <p>Suggest warm-up activities</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p> <p>Pass and dribble with control under pressure;</p> <p>Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score;</p> <p>Know the rules of the games;</p> <p>Understand that they need to defend as well as attack;</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games;</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p> <p>Be able to move to the correct position in order to attempt to score</p> <p>Lead a partner through short warmup routines</p>	<p>Pass, dribble and shoot with control in games;</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</p> <p>Identify tactics that present opportunities to score goals</p> <p>Mark opponents and help each other in defence;</p> <p>Pick out things that could be improved in Performances and suggest ideas and practices to make them better</p> <p>To develop their own game and to be able to agree and teach Performances and suggest ideas and practices to make them better</p> <p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe Be able to attempt to intercept</p> <p>Be able to participate in small sided game e.g. 5 a-side</p> <p>Understand the need for warming up and working on body strength, tone and flexibility</p> <p>Lead small groups in warm-up activities</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games;</p> <p>Apply basic principles of team play to keep possession of the ball;</p> <p>use marking, tackling and/or interception to improve their defence;</p> <p>Play effectively as part of a team;</p> <p>Know what position they are playing in and how to contribute when attacking and defending;</p> <p>Recognise their own and others' strengths and weaknesses in games;</p> <p>Suggest ideas that will improve performance</p> <p>Be able to describe an attacking position and a defending position within a game situation;</p> <p>Know and understand positions that help attacking and defending positions within a game;</p> <p>Understand the importance of warming up and cooling down</p>

Striking and Fielding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy;</p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To understand the need for tactics;</p> <p>To be able to pass and catch within pairs;</p> <p>Know and understand rules of the game;</p> <p>Set up small games;</p> <p>Explain what they need to do to get ready to play games;</p> <p>Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running</p>	<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy;</p> <p>Choose and vary skills and tactics to suit the situation in a game;</p> <p>Carry out tactics successfully;</p> <p>To be able to pass and catch within a small team;</p> <p>Know rules and use them fairly to keep games going;</p> <p>Carry out warm ups with care and an awareness of what is happening to their bodies;</p> <p>Describe what they and others do that is successful;</p> <p>Be able to bat and run to distance bases;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Strike a bowled ball with some accuracy;</p> <p>use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency;</p> <p>Work collaboratively in pairs, group activities and small-sided games;</p> <p>Use and apply the basic rules consistently and fairly;</p> <p>Recognise the activities and exercises that need including in a warm up;</p> <p>Identify their own strengths and suggest practices to help them improve; Know and understand how to score points;</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p>	<p>Strike a bowled ball with precision ball;</p> <p>use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency;</p> <p>Continue to work collaboratively in pairs, group activities and small-sided games;</p> <p>Continue to use and apply the basic rules consistently and fairly;</p> <p>Understand and implement a range of tactics in games with success;</p>

		<p>further distances; Suggest warm-up activities;</p>		<p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Deliver a specific warm up to a small group of peers;</p> <p>Identify their own and others strengths and suggest practices to help them improve;</p> <p>Understand the importance of warming up and cooling down;</p>
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