

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Pupils move with confidence, imagination and safety.	Pupil's copy, repeat and explore simple skills and actions with basic control and co-ordination.	Pupils explore simple skills. Copy, remember, repeat and explore simple actions with control and co-ordination.	Pupils consolidate existing skills applying them with greater control and co-ordination and gain new ones.	Pupils select and use skills, actions and ideas appropriately, applying them with greater control and co-ordination.	Pupils link skills, techniques and ideas and apply them accurately and appropriately.	Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately showing precision, control and fluency.
Health and Fitness	Pupils recognise the importance of keeping healthy. They should recognise the changes that happen to their bodies when active e.g. increased heart beats.	Pupils talk about how to exercise safely and how their bodies feel during activities.	Pupils understand how to exercise safely and describe how their bodies feel during various activities.	Pupils begin to understand why they warm up and why physical activity is important for good health.	Pupils give reasons why they warm up before exercise and why physical activity is good for their health.	Pupils explain and apply basic safety principles in preparing for exercise. They describe the effects exercise Has on their own bodies and how it is valuable to their own health	Pupils explain how their body reacts during different types of exercise. They warm up and cool down in ways that suit the activity. They explain why regular safe exercise is good for

						and fitness.	their fitness and health.
Evaluating and improving	Teachers talk with children about what worked well and how they would change it next time.	Pupils describe and comment on their own and others' actions.	Pupils understand how to exercise safely and describe how their bodies feel during various activities.	Pupils begin to understand why they warm up and why physical activity is important for good health.	Pupils give reasons why they warm up before exercise and why physical activity is good for their health.	Pupils compare and comment on skills, techniques and ideas used in own and others' work and use this understanding to improve their performance.	Pupils analyse and comment on skills techniques and ideas and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.
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Dance	Children move to music and can build a repertoire of dances.	Children can compose and link movement to make simple dances with clear beginnings, middles and ends. They can perform movement phrases using a range of body actions.	Children can explore, remember and repeat dance actions and can compose and perform dance routines. They can respond imaginatively to a variety of stimuli and be able to vary	Children can describe how different dance movements make them feel. They can watch and describe dance phrases and dances and use what they learn to improve. Children are	Children can use simple choreographic principles to create motifs and narrative. They can perform complex dance phrases and dances that communicate character and	Children can link ideas, skills and techniques with control precision and fluency when performing basic skills. Children are able to link ideas, skills & techniques with control,	Children are confident to perform sequence and routine dance to others. They can demonstrate some complex skills showing accuracy and consistency in different dance

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			dynamics, levels, speed & direction.	able to choose appropriate moves to suit a task. Children are able to translate ideas from a variety of stimuli into movement.	body parts. They are able to improvise freely on own & with a partner. They are able to plan actions and movements for a longer sequence.	precision & fluency when performing basic skills Children are able to understand composition by performing more complex sequences.	movements.
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Gymnastics	Children can access a wide range of equipment. They can climb, jump and roll over	Children can explore equipment safely and carry it. They can experiment with	Children can jump forwards, sideways and backwards. They can use a skipping rope to	Children can demonstrate technique by doing different movements such as forwards	Children can work in a team to create gymnastic movements to music. They can twist, jump and	Children can apply basic compositional ideas to the sequences that they create. They can also	Children can develop their own gymnastic sequences by understanding, choosing and

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	<p>equipment.</p>	<p>different jumps and rolls. Children perform simple movements with control and Coordination</p>	<p>experiment with different movements. Children develop a good sense of balance. They to choose, use and vary simple compositional ideas in the sequences they create and perform.</p>	<p>and backwards rolls and jumping on and off equipment safely. They can perform a small gymnastic routine to some music. Children are able to consolidate and improve the quality of their actions, body shapes and balances, and ability to link movements.</p>	<p>turn and perform these actions to some music. They are able to use compositional devices when creating their sequences, such as changes in speed, level and direction.</p>	<p>adapt them to new situations. Children are able to perform actions and balances consistently and fluently in specific activities.</p>	<p>applying a range of compositional principles. They are able to develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</p>
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Games	<p>Children move freely and with pleasure. They have a go at moving in different ways. They can attempt to catch large pieces of equipment e.g. a larger ball. Children negotiate space effectively and show increasing control over objects e.g. kicking, pushing and patting.</p>	<p>Children can be confident and safe in the spaces used to play games. They explore and use skills, actions and ideas individually and in combination to suit the game they are playing. They are able to use increasing control when jumping, running and using apparatus.</p>	<p>Children use their space effectively. They begin to understand that in games sometimes we win and lose. They can dribble, bounce and catch. They improve the way they coordinate and control their bodies and a range of equipment. They remember, repeat and link combinations of skills. Children are able to understand the word opponent and are beginning to develop basic tactics for small games.</p>	<p>Children develop a healthy sense of competition. They enjoy team games and can co-operate. They enjoy experimenting with different games such as hockey and football. Children are able to develop the range and consistency of their skills in all games. They can throw and catch various objects / balls with control and accuracy, follow rules of games and play fairly,</p>	<p>Children enjoy a range of different team games where they can compete against one another. They devise and use rules as well as keep and adapt the rules for ball games and team games. They can use and adapt tactics in different situations. Children can strike a ball and field with control, choose appropriate tactics to cause problems for the opposition, become an effective team member.</p>	<p>Children can develop a broader range of techniques and skills for attacking and defending and can develop consistency in these skills. They know and apply basic strategic and tactical principles of attack and adapt them to different situations. Children are able to work alone or with team mates in order to gain points or possession, they can strike a bowled or volleyed ball with some accuracy and</p>	<p>Children can employ a range of tactics and strategies for defence and attack. They can apply a range of skills in a wide variety of games such as tennis and athletics. Children are able to use these tactics and strategies more consistently in similar games. They can strike a bowled or volleyed ball with increasing accuracy, field, defend and attack tactically by anticipating the direction of play, lead others when called upon, be</p>

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				maintain possession of a ball and pass to teammates when appropriate.		choose appropriate tactics for a game. They can uphold the spirit of fair play and respect in all competitive situations.	a good role model to others.
Athletics		Children can run at different speeds over shorter and longer distances. They can jump high and far from a standing position and can perform a variety of throws with basic control.	Children can change speed and direction whilst running shorter and longer distances. They can jump high and far from a standing position with accuracy and can perform a variety of throws with control and co-ordination.	Children can sprint over a short distance up to 60m. They can use a range of throwing techniques (underarm / overarm) to throw a variety of objects. They can compete with others and improve personal best performances.	Children can run over a longer distance, conserving energy to sustain performance. They can throw with accuracy to hit a target or cover a distance. Children can jump in a number of ways, using a run up if	Children can combine sprinting with low hurdles over 60m. They can throw accurately and Refine performance by analysing technique and body shape They can compete with others and keep track of personal best	Children can choose the best place for running over a variety of Distances. They show control in take-off and landing when jumping. They compete with others and keep track of personal best performances, setting challenging targets for improvement.

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					appropriate. They can compete with others and aim to improve personal best performances.	performances, setting targets for improvement.	
Outdoor Adventurous Activities				Children can listen to instructions from a partner/ adult. They can think activities through and problem solve. Children can discuss and work with others in a group and	Children can support others and seek support when they need it. They can orientate a map and lead a team. They are an effective team member and show resilience when plans do not work.	Children can support others and seek support when they need it. They can orientate a map, lead a team effectively and be an effective team Member. They can show resilience	Children can select appropriate equipment for OAA. They can identify possible risks and think of ways to manage them. They ask for and listen to expert advice, embrace leadership and

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				<p>demonstrate an understanding of how to stay safe.</p>	<p>Children can use their initiative to try new ways of working and can use a compass to orientate themselves.</p>	<p>when plans do not work and use initiative to try new ways of working. Children can use a compass to orientate themselves. They remain aware of changing conditions and change plans if necessary.</p>	<p>team roles. Children can gain the commitment and respect of their team and remain positive even in the most challenging of circumstances. They show empathy towards others and offer support without being asked. They seek support from the team and experts if in any doubt. Children can use a range of devices in order to orientate themselves.</p>
Swimming					<p>Children should be able to swim competently,</p>		

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					<p>confidently and proficiently over a distance of at least 25 metres. They can use a range of strokes effectively eg, front crawl, backstroke and breaststroke. They perform safe self-rescue in different water-based situations.</p>		
Vocabulary	<p>attacking agility balance co-ordination dance defending games jumping movement patterns running team</p>			<p>Actions apply collaborating control communicating competing develop evaluate flexibility intensity interval isolation</p>		<p>Technique</p>	

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	tactics throwing opponent	personal best sequences skills strength
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