

	Who We Are	Sharing the Planet	How the World Works	How we organise ourselves	Where we are in place and time	How We Express Ourselves
EYFS	Negotiate space and obstacles safely, with consideration for themselves and others.	Demonstrate strength, balance and coordination.		Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Year 1	<b>Ball skills (games):</b> *Can they throw underarm? *Can they roll a piece of equipment? *Can they hit a ball with a bat? *Can they move and stop safely? *Can they catch with both hands? *Can they throw in different ways? *Can they kick in different ways?	<b>Invasion Games (games):</b> *Can they throw underarm? *Can they roll a piece of equipment? *Can they hit a ball with a bat? *Can they move and stop safely? *Can they catch with both hands? *Can they throw in different ways? *Can they kick in different ways?	<b>Sending and receiving (games):</b> *Can they throw underarm? *Can they roll a piece of equipment? *Can they hit a ball with a bat? *Can they move and stop safely? *Can they catch with both hands? *Can they throw in different ways? *Can they kick in different ways?	<b>Health and fitness:</b> Can they describe how their body feels before, during and after an activity?  <b>Dance:</b> *Can they move to music? *Can they copy dance moves? *Can they perform some dance moves? *Can they make up a short dance? *Can they move around the space safely?	<b>Gymnastics:</b> *Can they make their body tense, relaxed, curled and stretched? *Can they control their body when travelling? *Can they control their body when balancing? *Can they copy sequences and repeat them? *Can they roll in different ways? *Can they travel in different ways? *Can they balance in different ways? *Can they climb safely? *Can they stretch in different ways? *Can they curl in different ways?	<b>Acquiring and Developing Skills:</b> *Can they copy actions? *Can they repeat actions and skills? *Can they move with control and care?  <b>Evaluating and Improving:</b> *Can they talk about what they have done? *Can they describe what other people did?
Year 2	<b>Ball Skills</b> Use hitting, kicking and/or rolling in a game with my hands and feet with some control. Roll and throw a ball to hit a target. Send and receive a ball using both kicking and throwing and catching skills. Track a ball and collect it. Work co-operatively with a partner and a small group. Stay in a 'zone' during a game. Decide where the best place to be is during a game. Use one tactic in a game. Follow rules.	<b>Invasion Games</b> Begin to provide feedback using key words. Describe how my body feels during exercise. Dribble a ball with my hands and feet with increasing control. Find space away from others when playing games. Move with a ball towards my goal. Send and receive a ball with increasing consistency with hands and feet. Stay close to another player to try to stop them from getting the ball. Understand the rules and use them to keep a game going. Understand what to do when I am an attacker and a defender.	<b>Dance</b> Dance imaginatively. Change rhythm, speed, level and direction. Dance with control and co-ordination. Make a sequence by linking sections together. Link some movements to show a mood or feeling. Copy and remember actions. Repeat and explore actions with control and coordination. Talk about what is different between what they did and what someone else did. Say how they could improve.	<b>Gymnastics</b> Plan and show a sequence of movements. Use contrast in their sequences. Control their movements. Think of more than one way to create a sequence which follows a set of 'rules'. They can work on their own and with a partner to create a sequence. Copy and remember actions. Repeat and explore actions with control and coordination. Talk about what is different between what they did and what someone else did. Say how they could improve.	<b>Striking and Fielding</b> Begin to provide feedback using key words. Develop underarm and overarm throwing skills. Describe how my body feels during exercise. Roll a ball and hit a target. Sometimes hit a ball using a racket. Track and ball and collect it. Use simple tactics. Know how to score points and remember the score. Understand the rules of a game and use these to play fairly in a small group.	<b>Athletics</b> Describe how my body feels during exercise. Identify good technique. Jump and land with control. Link running and jumping movements with some control and balance. Use an overarm throw to help me to throw for distance. Work with others, take turns and share ideas. Show balance and co-ordination when running at different speeds and in different directions.

Year 3	<p>Can they throw and catch with control when under limited pressure?</p> <p>Are they aware of space and use it to support team-mates and cause problems for the opposition?</p> <p>Do they know and use rules fairly to keep games going?</p> <p>Can they keep possession with some success when using equipment that is not used for throwing and catching skills? Can they select and use the most appropriate skills, actions or ideas?</p> <p>Can they move and use actions with co-ordination and control?</p>	<p>Can they improvise freely, translating ideas from a stimulus into movement?</p> <p>Can they share and create phrases with a partner and in small groups?</p> <p>Can they repeat, remember and perform these phrases in a dance?</p> <p>Can they explain how their work is similar and different from that of others?</p> <p>With help, do they recognise how performances could be improved?</p>	<p>Can they adapt sequences to suit different types of apparatus and their partner's ability?</p> <p>Can they explain how strength and suppleness affect performances?</p> <p>Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</p>	<p>Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back?</p> <p>Can they swim on the surface and lower themselves under water?</p> <p>Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming?</p> <p>Can they recognise and concentrate on what they need to improve?</p> <p>Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?</p> <p>Do they use 3 different strokes, swimming on their front and back?</p> <p>Can they control their breathing?</p> <p>Can they swim confidently and fluently on the surface and under water?</p> <p>Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?</p> <p>Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?</p> <p>Can they suggest activities and practices to help improve their own performance?</p> <p>Can they swim further than 100 metres?</p> <p>Can they swim fluently and confidently for over 90 seconds?</p> <p>Do they use all 3 strokes with control?</p> <p>Can they swim short distances using butterfly?</p> <p>Do they breathe so that the pattern of their swimming is not interrupted?</p> <p>Can they perform a wide range of personal survival techniques confidently?</p> <p>Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?</p> <p>Can they describe good swimming technique and show and explain it to others?</p>	<p>Can they follow a map in a familiar context?</p> <p>Can they move from one location to another following a map?</p> <p>Can they use clues to follow a route?</p> <p>Can they follow a route safely?</p>	<p>Can they run at fast, medium and slow speeds, changing speed and direction?</p> <p>Can they link running and jumping activities with some fluency, control and consistency?</p> <p>Can they make up and repeat a short sequence of linked jumps?</p> <p>Can they take part in a relay activity, remembering when to run and what to do?</p> <p>Do they throw a variety of objects, changing their action for accuracy and distance?</p>
--------	--	---	--	--	--	--

Year 4	<p><b>Ball skills:</b> Can they explain why warming up is important? Can they explain why keeping fit is good for their health? Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? AGCan they make up their own small-sided game?Can they make up their own small-sided game?</p>	<p><b>Dance:</b> Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent?</p>	<p><b>Gymnastics:</b> Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases?</p>	<p><b>Swimming:</b> Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back?Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve? Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do they use 3 different strokes, swimming on their front and back? Can they control their breathing? Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance? Can they swim further than 100 metres? Can they swim fluently and confidently for over 90 seconds? Do they use all 3 strokes with control? Can they swim short distances using butterfly? Do they breathe so that the pattern of their swimming is not interrupted? Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?</p>	<p><b>Games:</b> Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening?</p>	<p><b>Outdoor/advernturous:</b> Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit? <b>Athletics:</b> Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways? Can they hit a target? Can they jump in different ways?</p>
Year 5	<p><b>Ball Skills</b> Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements? Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important?</p>	<p><b>Gymnastics</b> Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences?</p>	<p><b>Badminton</b> Can they develop a wider range of skills and begin to use these under some pressure? Can they identify when they are successful and what they need to do to improve?</p>	<p><b>Tag Rugby</b> Can they gain possession by working as a team? Can they pass in different ways? Can they choose the best tactics for attacking and defending?</p>	<p><b>Rounders</b> Can they begin to strike a ball with a rounders bat? Can they develop a wide range of fielding skills? Can they use feedback provided to improve my work? Can they work co-operatively with others to manage our game? Can they understand the need for tactics and understand when to use them? Can they understand the rules of the game and apply them honestly most of the time?</p>	<p><b>Athletics</b> Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running and jumping? Can they follow specific rules?</p>

Year 6	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> <li>Apply their skills, techniques and ideas consistently</li> <li>Do they show precision, control and fluency</li> <li>Evaluating and Improving</li> <li>Analyse and explain why they have used specific skills or techniques</li> <li>Modify use of skills or techniques to improve their work</li> <li>Create their own success criteria for evaluating</li> </ul>	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> <li>Apply their skills, techniques and ideas consistently</li> <li>Do they show precision, control and fluency</li> <li>Evaluating and Improving</li> <li>Analyse and explain why they have used specific skills or techniques</li> <li>Modify use of skills or techniques to improve their work</li> <li>Create their own success criteria for evaluating</li> <li>Games</li> <li>Explain complicated rules</li> <li>Make a team plan and communicate it to others</li> <li>Lead others in a game situation</li> </ul>	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> <li>Apply their skills, techniques and ideas consistently</li> <li>Do they show precision, control and fluency</li> <li>Evaluating and Improving</li> <li>Analyse and explain why they have used specific skills or techniques</li> <li>Modify use of skills or techniques to improve their work</li> <li>Create their own success criteria for evaluating</li> <li>Games</li> <li>Explain complicated rules</li> <li>Make a team plan and communicate it to others</li> <li>Lead others in a game situation</li> </ul>	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> <li>Apply their skills, techniques and ideas consistently</li> <li>Do they show precision, control and fluency</li> <li>Evaluating and Improving</li> <li>Analyse and explain why they have used specific skills or techniques</li> <li>Modify use of skills or techniques to improve their work</li> <li>Create their own success criteria for evaluating</li> <li>Health and fitness</li> <li>Explain how the body reacts to different kinds of exercise</li> <li>Choose appropriate warm ups and cool downs</li> <li>Explain why we need regular and safe exercise</li> <li>Games</li> <li>Explain complicated rules</li> <li>Make a team plan and communicate it to others</li> <li>Lead others in a game situation</li> </ul>	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> <li>Apply their skills, techniques and ideas consistently</li> <li>Do they show precision, control and fluency</li> <li>Evaluating and Improving</li> <li>Analyse and explain why they have used specific skills or techniques</li> <li>Modify use of skills or techniques to improve their work</li> <li>Create their own success criteria for evaluating</li> <li>Health and fitness</li> <li>Explain how the body reacts to different kinds of exercise</li> <li>Choose appropriate warm ups and cool downs</li> <li>Explain why we need regular and safe exercise</li> <li>Gymnastics</li> <li>Combine their own work with that of others</li> <li>Link their sequences to specific timings</li> </ul>	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> <li>Apply their skills, techniques and ideas consistently</li> <li>Do they show precision, control and fluency</li> <li>Evaluating and Improving</li> <li>Analyse and explain why they have used specific skills or techniques</li> <li>Modify use of skills or techniques to improve their work</li> <li>Create their own success criteria for evaluating</li> <li>Health and fitness</li> <li>Explain how the body reacts to different kinds of exercise</li> <li>Choose appropriate warm ups and cool downs</li> <li>Explain why we need regular and safe exercise</li> <li>Dance</li> <li>Develop imaginative dances in a specific style</li> <li>Choose their own music, style and dance</li> <li>Outdoor/Adventurous</li> <li>Plan a route and series of clues for someone else</li> <li>Plan with others taking account of safety and danger</li> </ul>
--------	---	---	---	--	--	--