

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DANCE	<ul style="list-style-type: none"> • Copy and explore basic movements and body patterns • Remember simple movements and dance steps • Link movements to sounds and music. • Respond to a range of stimuli. 	<ul style="list-style-type: none"> • Copy and explore basic movements with clear control. • Vary levels and speed in sequence • Vary the size of their body shapes • Add change of direction to a sequence • Use space well and negotiate space clearly. • Describe a short dance using appropriate vocabulary. • Respond imaginatively to stimuli. 	<ul style="list-style-type: none"> • Use simple dance vocabulary to compare and improve work. • Begin to improvise independently to create a simple dance. • Begin to improvise with a partner to create a simple dance. • Translates ideas from stimuli into movement with support. • Begin to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Confidently improvises with a partner or on their own. • Begin to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. • Begin 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 	<ul style="list-style-type: none"> • Begin to exaggerate dance movements and motifs (using expression when moving) • 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. • Use the space provided to his maximum potential. • Improvise with confidence, still demonstrating fluency across their sequence. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • 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. • Begin 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.

GYMNASTICS

- Copy and explores basic movements with some control and coordination.
- Perform different body shapes
- Perform at different levels
- Perform 2 footed jump
- Use equipment safely
- Balance with some control
- Link 2-3 simple movements

- 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

- Apply compositional ideas independently and with others to create a sequence.
- Copy , explores and remembers a variety of movements and uses these to create their own sequence.
- Describe their own work using simple gym vocabulary.
- Begin to notice similarities and differences between sequences.
- Use turns whilst travelling in a variety of ways.
- Begin to show flexibility in movements
- Begin to develop good technique when travelling, balancing, using equipment etc

- Link skills with control, technique, co-ordination 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.

- 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.
- Use more complex gym vocabulary to describe how to improve and refine performances.
- Develop strength, technique and flexibility throughout performances.
- Link skills with control, technique, co-ordination and fluency.
- Understand 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.
- Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.
- Adapt 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.
- Use more complex gym vocabulary to describe how to improve and refine performances.
- Develop strength, technique and flexibility throughout performances.

GAMES

- Can travel in a variety of ways including running and jumping.
- Begin to perform a range of throws.
- Receive a ball with basic control
- Begin to develop hand-eye coordination
- Participates in simple games

- 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

- Understand tactics and composition by starting to vary how they respond.
- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Begin to communicate with others during game situations.
- Use skills with co-ordination and control.
- Develop own rules for new games.
- Make imaginative pathways using equipment.
- Work well in a group to develop various games.
- Begin to understand how to compete with each other in a controlled manner.
- Begin to select resources independently to carry out different skills.

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Show confidence in using ball skills in various ways, and can link these together.
- e.g. dribbling, bouncing, kicking
- Use skills with co-ordination, 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 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.

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Show confidence in using ball skills in various ways, and can link these together.
- Use skills with co-ordination, 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.
- 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.

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- 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 uses skills with co-ordination, 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 comments on skills to support 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.

Athletics	<ul style="list-style-type: none"> • Can run at different speeds. • Can jump from a standing position • Perform a variety of throws with basic control. 	<ul style="list-style-type: none"> • Can change speed and direction whilst running. • Can jump from a standing position with accuracy. • Perform a variety of throws with control and co-ordination. • preparation for shot put and javelin • Can use equipment safely 	<ul style="list-style-type: none"> • Begin to run at speeds appropriate for the distance. • e.g. sprinting and cross country • Can perform a running jump with some accuracy • Perform a variety of throws using a selection of equipment. • 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) • 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. 	<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.
Outdoor Adventurous Activities	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

Swimming	•	•	•	•	•	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations.
	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 describes 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 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	<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. 			