



Dance

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Follow a series of dance movements and put them together to build up to a finished piece</p> <p>Use some learnt dance moves to create own dances.</p>	<p>Copies and explores basic movements and body patterns.</p> <p>Remembers simple movements and dance steps.</p> <p>Links movements to sounds and music.</p> <p>Responds to a range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Add a change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into a movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Learning, using and starting to create expressive dances as part of a group.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Performs with confidence, using a range of movement patterns, in a group</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and</p>

		<p>Responds imaginatively to stimuli.</p>	<p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence, in a group</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing</p>
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						<p>dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
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Gym

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I am able to combine different movements with ease and fluency.</p> <p>I am able to hold my body in positions for longer periods of time.</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Performs at different levels.</p> <p>Can perform 2 footed jump.</p> <p>Can use equipment safely.</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p>

	<p>Balances with some control.</p> <p>Can link 2-3 simple movements.</p>		<p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>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.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
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Games

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I am confident throwing and catching a ball with a partner.</p> <p>I am developing my ball skills when throwing, kicking, catching, passing, batting and aiming.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Explore different ways of using a ball.</p> <p>Beginning to perform a range of throws.</p> <p>Pass and receives a ball in different ways with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple Games (1v1, 2v2)</p>	<p>Confidently send the ball to others in a range of ways.</p> <p>Receive a ball from others with increased confidence</p> <p>Throw a ball with increased confidence and accuracy</p> <p>Develop control and accuracy when moving with a ball in different games</p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Improve accuracy of passes and use space to keep possession better</p> <p>Throw and receive a ball with confidence and accuracy</p> <p>Develop strong spatial awareness</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Demonstrate strong spatial awareness</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics.</p> <p>Can create their own games using knowledge and skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Demonstrate strong spatial awareness</p> <p>Uses skills with coordination, control and fluency, changing speed and direction.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking.</p> <p>Consistently demonstrates and applies strong spatial awareness</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency, changing speed and direction.</p>

		<p>Watch others accurately and describe what they see.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending.</p>	<p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Play games that involve keeping possession and scoring in targets (3vs1 and 4vs1 games)</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Apply basic skills for attacking and defending in a game situation</p> <p>Beginning to select Resources independently to carry out different skills.</p>	<p>Works well in a group to develop various games.</p> <p>Play 3vs1 and 4vs1 games to use the space and develop teamwork</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills, modifying competitive games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
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Athletics

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I can travel with confidence and skill over, around, under and through balancing equipment.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing Position.</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and coordination. <i>e.g: preparation for shot put and javelin</i></p> <p>Can use equipment safely.</p>	<p>Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>

Outdoor Adventurous Activities

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I can follow a simple map of the school environment.</p> <p>I can explore safely during forest schools, making observations about the natural environment.</p>	<p style="text-align: center;"><u>Within Forest Schools Block</u></p> <p>Develops listening skills, listening to instructions from a partner/ adult.</p> <p>Follow a route safely</p> <p>Know the boundaries in place and understanding how to stay safe</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p>	<p>Develops listening skills, listening to instructions from a partner/ adult.</p> <p>Follow a map in a familiar context, using clues to follow a route safely</p> <p>Know the boundaries in place and understanding how to stay safe</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p>	<p>Develops strong listening skills.</p> <p>Follow a map in a (more demanding) familiar context, marking on a map where they are</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Follow a route within a time limit</p> <p>Beginning to think activities through, applying strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p>	<p>Develops strong listening skills.</p> <p>Follow a map into an unknown location, using clues and a compass to navigate a route</p> <p>Change route, using new information, to overcome a problem</p> <p>Explain to others how their map is providing help, showing an understanding of how to stay safe.</p> <p>Think activities through, apply strategies and problem solve using general knowledge, with support.</p> <p>Discuss and work with others in a group.</p>	<p>Develops strong listening skills.</p> <p>Plan a route and a series of clues for someone else, using maps</p> <p>Plan with others, taking account of safety and danger</p> <p>Apply a strategy, work efficiently and effectively with the help of a map</p> <p>Think activities through, apply strategies and problem solve using general knowledge, with support.</p> <p>Discuss and work with others in a group.</p>	

Swimming

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g front crawl, backstroke and breaststroke.</p> <p>Performs safe and self-rescue in different water-based situations.</p> <p>Started in Year 4 and to be achieved by Year 6.</p>						

Evaluation

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>			<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	

Healthy Lifestyles

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Talk about the different factors that influence health and well-being including:</p> <p>Physical activity Healthy eating Importance of regular tooth brushing. Keeping safe</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>		<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>		<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p>Talk about how to stay active in and out of school</p>	