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|  |  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Dance** | Developing Skills |   | Follow the leader, for example jumping, hopping and skippingRespond to different stimuli and music with a range of actionsCopy and explore basic body actions demonstrated by the teacherCopy simple movement patterns from each other and explore the movementDance Actions | Link several movements together with control and coordinationTalk about different stimuli and music as the starting point for creating dance phrases and short dancesExplore actions in response to stimuli and explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of possible movementsDance Actions | Improvise freely with a partner translating ideas from stimuli to movementShow an imaginative response to different stimuli and music through their use of language and choice of movementIncorporate different qualities and dynamics into their movementsExplore and develop new actions while working with a partner or a small groupDance Actions | Respond and perform with a partner, demonstrating actions that link with fluency and accuracyRespond to the stimuli through the appropriate language, creating their own ideas and movement phrasesUse a range of actions and begin to combine movement phrases and patternsBegin to respond within a small group, to different speeds and levelsDance Actions | Respond to a variety of stimuli showing a range of actions performed with control and fluencyConsider character and narrative ideas created by the stimulus, and respond through movementExperiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a groupDance Actions | Perform a variety of dance styles with accuracy and consistencyExplore, improvise and choose appropriate material to create new motifs in a chosen dance styleRespond to a range of stimuli, improvising freely using a range of controlled movements and patternsDance Actions |
| Selecting & Applying Skills & Tactics |  | Compose and link movement phrases to make simple dances with clean beginning, middle and endPractise and repeat their movement phrases and perform them in a controlled wayCreating a Dance | Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelingsRemember and repeat a short dance phrase, showing greater control, coordination and spatial awarenessCreating a Dance | Know how to apply basic compositional ideas to create dances which convey feelings and emotionsKnow how to link actions to make dance phrases, working with a partner and in a small groupPerform short dances with expression, showing an awareness of others when movingDescribe what makes a good dance phraseCreating a Dance | Begin to design their own movement phrases that respond to stimuli or emotionRemember, perform and evaluate short dance phrases, showing an understanding and an awareness of othersUse a range of movement and dance phrases within different ways (unison, canon) with a partner or groupCreating a Dance | Create and perform dances using a range of movement patterns in response to a range of stimuliUse different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answerRemember, practise and combine longer, more complex dance phrasesCreating a Dance | Extend compositional skills incorporating a wider range of dance styles and formsSelect and use a range of compositional ideas to create motifs that demonstrate their dance ideaCreating a Dance |
| **Games** | Developing Skills |   | Throw and catch a ball with a partnerMove fluently, changing direction/speed easily and avoiding collisionsShow control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kickingGame Actions | Pass a ball accurately to a partner over a variety of distancesPerform a range of rolling, throwing, striking, kicking, catching and gathering skills, with controlShow a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to runGame Actions | Travel with control whilst bouncing a ballUse a range of skills to help them keep possession and control of the ballPerform the basic skills needed for the games with control and consistencyGame Actions | Travel with a ball showing increasing control using both hands and feetKnow and use a range of skills that allow them to keep hold of the ball, before passing to a member of their teamPerform an advancing range of skills with accuracy and control, repeatedly in a range of situationsGame Actions | Travel with a ball showing changes of speed and directions using either foot or handUse a range of techniques when passing, e.g. high, low, bounced, fast, slowKeep a game going using a range of different ways of throwingStrike a ball with intent and throw it more accurately when bowling and/or fieldingGame Actions | Dribble effectively around obstaclesThrow with precision and accuracy when sending and receivingPerform skills with accuracy, confidence and control, adapting them to meet the needs of the situationPlay shots on both sides of the body and above their heads in practices and when the opportunity arises in a gameUse different ways of bowlingGame Actions |
| Selecting & Applying Skills & Tactics |  | Choose and use skills effectively for particular gamesUse skills in different ways in different games and try to win by changing the way they use skills in response to their opponents' actionsStrategy and Tactics | Vary skills and show some understanding of simple tacticsChoose and use tactics to suit different situations, and react to situations in a way that helps their partners and makes it difficult for their opponentsStrategy and Tactics | Use a range of skills to keep possession and make progress towards a goal, on their own and with othersChoose good places to stand when receiving, and give reasons for their choiceChoose and use batting or throwing skills to make the game hard for their opponentsStrategy and Tactics | Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the gameChoose where they should position themselves to be a defender and an attackerChoose the best skills to use when playing different sides within a gameStrategy and Tactics | Effectively play a competitive net/wall game, keep and use rules they are givenTry to make things difficult for their opponent by directing the ball to space, at different speeds and heightsJudge how far they can run to score pointsStrategy and Tactics | Play recognised version of net game showing tactical awareness and knowledge of rules and scoringPlay, choosing and using skills which meet the needs of the situationChoose when to pass or dribble, so that they keep possession and make progress towards the goalHit the ball with purpose, varying the speed, height and directionStrategy and Tactics |
| **Gymnastics** | Developing Skills |   | Perform basic gymnastic actions like travelling, rolling and jumpingManage the space safely, showing good awareness of each other, mats and apparatusGymnastic Actions | Perform a variety of actions with increasing control and accurately repeat sequences of gymnastic actionsMove smoothly from a position of stillness to a travelling movementGymnastic Actions | Perform a competent forward roll, rug roll, shoulder rollExplore combinations of mats and apparatus, and find different ways of using a shape, balance or travelPractise an action or short sequence of movements and improve the quality of the actions and transitions, show control, accuracy and fluency of movement as appropriate when performing actions on their own and with a partnerGymnastic Actions | Perform a range of rolls with control and accuracyExplore different combinations of apparatus to look at shape, balance and travel and know how to utilise this equipment to enhance their movementsPractise and refine an action or short sequence showing quality movement phrases, combining different actions for effectBegin to perform with a partner or groupGymnastic Actions | Perform a range of rolls including backwards roll consistentlyMake similar or contrasting shapes on the floor and apparatus, working with a partner; combine actions and maintain the quality of performance when performing at the same time as a partnerGymnastic Actions | Perform a range of rolls showing different entrances and exitsPerform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracyPerform actions, shapes and balances clearly, consistently and fluently, with good body tension and extensionGymnastic Actions |
| Selecting & Applying Skills & Tactics |  | Make up simple movement phrases in response to simple tasksLink and repeat basic gymnastic actions and perform movement phrases with control and accuracyCreating a Gymnastic Routine | Devise, repeat and perform a short sequence in which there is a clear beginning, middle and endAdapt the sequence to include apparatus or a partnerUse different combinations of floor, mats and apparatus, showing control, accuracy and fluencyCreating a Gymnastic Routine | Plan and perform a movement sequence showing contrasts in speed, level and directionDevise and perform a gymnastic sequence, showing a clear beginning, middle and endAdapt a sequence to include different levels, speeds or directionsWork well on their own and contribute to pair sequencesCreating a Gymnastic Routine | Begin to develop a longer and more varied movement phrase with smooth, planned links between actionsPerform a sequence where the children combine speed, level, direction and a variety of shapesWork within different groups to contribute to a variety of different sequencesCreating a Gymnastic Routine | Develop a longer and more varied movement sequence, demonstrating smooth transitions between actions and combine to make a sequencePerform sequences with changes of speed, level, direction and clarity of shapeGradually increase the length of sequences; work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movementCreating a Gymnastic Routine | Plan a movement sequence and perform with precision, control and fluency, showing a wide range of actions including variations in speed, levels and directionsAccurately repeat a longer sequence with more difficult actions, with an emphasis on extension, shape and changes in directionAdapt sequences to include a partner or a small groupCreating a Gymnastic Routine |
| **Athletics** | Developing Skills |   | Run at different speeds, jump with accuracy and use a small range of techniques to throw objects | Change speed and direction, link running and jumping and throw accurately | Throw with accuracy and power into a targetShow a difference between sprinting and runningAthletic Actions | Increase the distance when they are running, organising and preparing themselves and take different roles within a running sequence | Sustain and maintain running speed, improve on personal target, organise and manage an athletic event well | Show strength, stamina and speed when running, jumping and throwingKnow rules and judge eventsAthletic Actions |
| Selecting & Applying Skills & Tactics |  | Choose which throwing and retrieving technique to use | Choose when to run and when to jumpSelect which throwing technique to use for accuracy and distanceStrategy and Tactics | Choose and use throwing to reach a target | Choose which throw, running pace or action to complete to allow them to reduce their times/increase distance within areas of athletics | Choose pace for runningPlan and carry through an eventStrategy and Tactics | Adapt skills and techniques to different challenges and equipment |
| **Outdoor Adventurous Activities** | Developing Skills |   | Follow marked tracks in a familiar environment | Use simple plans and diagrams of familiar environments | Use maps and diagrams to orientate themselves around a course | Confidently use a map to navigate around a route | Move confidently through familiar and less familiar environments | Work confidently in changing environments, adapt quickly |
| Selecting & Applying Skills & Tactics |  | Choose which way to follow route, by self or in a group | Use skills to solve a basic challenge or problem | Respond appropriately when task/environment changes and plan responses | Adapt and respond to changes in the environment to allow them to complete the task | Adapt skills and strategies as situation demands | Devise and put into practice a range of solutions and challenges |
| **Se;f-Evaluation and Health Awarenes** | Evaluating and Improving Performance |   | Describe what they have doneWatch others and say what they are doingEvaluate Self and Peers Performance | Talk about differences between their own and others' performanceSuggest improvements based on observationsEvaluate Self and Peers Performance | Describe and comment on their own performance and that of othersMake simple suggestions to improve qualityEvaluate Self and Peers Performance | Observe others carefully in relation to the success criteria, and begin to modify and change in response to what they seeAnalyse and comment on what they see with increasing clarityEvaluate Self and Peers Performance | Use observation of others and begin to describe constructively how to refine, improve and modify performanceRefine their own performance from self analysis and in response to comments from othersEvaluate Self and Peers Performance | Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performanceDemonstrate sound knowledge and understanding as a result of analysis to improve performanceEvaluate Self and Peers Performance |
| Knowledge and Understanding of Fitness and Health |  | Describe how their bodies feel when still and when exercisingTalk about how to exercise safelyTalk About Fitness and Healt | Understand how to exercise and describe how their bodies feel during different activities | Suggest appropriate warm up ideasWork in a responsible and safe mannerRecognise changes in body temperature, heart rate and breathingKnowledge and Understanding of Fitness and Health | Begin to think about warm up activities that prepare them for exerciseTalk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthyKnowledge and Understanding of Fitness and Health | Demonstrate activities for specific aspects of warm up - stretching, joint mobility, raising heart and breathing ratesDescribe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recoveryKnowledge and Understanding of Fitness and Health | Show responsibility for personal warm up programme specific to the activityDemonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventionsKnowledge and Understanding of Fitness and Health |
| **Swimming** | Swimming - Stroke |  |  |  | Swim up to 25 metres in water unaided showing co-ordinationBegin to use their arms and legs in the correct manner for their chosen strokeBegin to understand how to perform safe self-rescue in different water-based situationsSwimming Actions | Swim 25 metres in water unaided showing co-ordination with arms and legs and using some different strokesBegin to use their arms and legs in the correct manner for their chosen strokeBegin to understand how to perform safe self-rescue in different water-based situationsSwimming Actions | Swim over 25 metres in water unaided showing co-ordination with arms and legs and using different strokes including front crawl, backstroke and breaststrokeConfidently use their arms and legs in the correct manner for their chosen stroke and explain why they have chosen a particular strokeUnderstand and explain how to perform safe self-rescue in different water-based situationsSwimming Actions | Swim over 25 metres in water unaided showing co-ordination with arms and legs and using different strokes including front crawl, backstroke and breaststroke and describe how to use arms and legs togetherConfidently use their arms and legs in the correct manner for their chosen stroke and to explain and describe why they have chosen a particular strokeUnderstand and explain how to perform safe self-rescue and peer rescue in different water-based situationsSwimming Actions |
| Swimming - Breathing |  |  |  | Choose which breathing technique they can use to allow them to complete the distance quickly | Choose which breathing technique they can use to allow them to complete the distance quickly | Choose which breathing technique they can use to allow them to complete the distance quickly | Choose which breathing technique they can use to allow them to complete the distance quickly |