

EYFS	KS1	KS2
<p>By the end of EYFS children will be able to negotiate space and obstacles safely, with consideration for themselves and others. Children will demonstrate strength, balance and coordination when playing with others. They will be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>By the end of Key Stage 1 children will be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They will also confidently participate in team games, developing their simple tactics for attacking and defending. They will begin to perform dances using simple movement patterns and linking simple movements together.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Dance</b>	Learn simple body parts Begins to move safely around others Begin to listen and respond to music and stories using different body parts	Explore and copy basic body actions and rhythms Negotiate space safely and confidently Uses their bodies to respond to music and stories	Copies and explores basic movements Remember simple movements Link movements to sounds and music	Explores and links basic movements with clear control Use space well and negotiate spaces clearly Begin to link movements together to create a sequence
<b>Gym</b>	Begin to change position from standing to squatting to sitting Begin to use their bodies to respond to music and stories Begin to climb on and off low equipment safely	Explore and copy basic body actions and rhythms Explore simple balances – walking along a straight line Become confident with climbing on and jumping off low equipment landing with bent knees.	Copies and explores basic movements Begin to develop dynamic and static balance Try several times if at first, they don't succeed.	Copy and explore a simple movement pattern Develop dynamic and static balance with accuracy Begin to show resilience and motivation when performing simple movement patterns
<b>Games</b>	Begin to use hand eye co-ordination confidently when rolling a ball. Begin to throw and catch a large ball with adult support Show some understanding of travelling in different ways including walking forwards and backwards Participate in parachute games – working together as a team and beginning to follow simple instructions.	Begin to show control when rolling a large ball. Begin to show control over an object when rolling, throwing and catching Show some understanding of travelling in different ways, including walking forwards and backwards in a straight line. To respond to simple instructions and demonstrate a good understanding of using equipment safely.	Sends and receives a ball with some control Beginning to perform a range of throws. Begin to travel in a variety of ways including jumping and running. Participate in simple games	Confidence to send and receive a ball with control Travel in a variety of ways including jumping and running and develop spatial awareness. Understand the importance of rules in games.
<b>Athletics</b>	Begin to climb on and jump off low equipment landing with bent knees Begin to use pedal bikes and trikes with support – demonstrating some control Begin to understand the difference between throwing, catching and kicking and start to demonstrate these.	Begin to jump on the spot, landing safely Begin to understand what control is Begin to learn simple throwing and start to perform these.	Can jump from a standing position, forwards, backwards and side to side Can perform a single skill or movement with some control. Performs a variety of throws with basic control.	Can jump from a standing position with some accuracy Can perform a single skill or movement confidently. Confidently perform a variety of throws with control and coordination.

	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	<p>Developing character dance into a motif.</p> <p>Developing sequences with a partner in character that show relationships</p> <p>Extending dance skills in choreography.</p> <p>Explore dance using a range of movement patterns.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Developing character dance. Exploring two contrasting ideas</p> <p>Extending sequences with a partner in character</p> <p>Developing character dance into a motif</p> <p>Extending sequences with a partner in character</p> <p>Responding to stimuli working together</p> <p>Explore dance using a range of movement patterns.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Extending sequences using compositional principles</p> <p>Creating sequences with a partner in character that show relationship and interlinking movement</p> <p>Develop dance using a range of movement patterns.</p> <p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exploring dance using compositional principles</p> <p>Creating rhythmic patterns using our bodies</p> <p>Creating movement using improvisation</p> <p>Performing with technical control and rhythm</p> <p>Perform dances using a range of movement patterns.</p> <p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
<b>Gym</b>	<p>Execute balances and movements in both symmetrical and asymmetrical ways.</p> <p>Link these movements and balances together</p> <p>Develop flexibility, strength, and balance.</p> <p>Create sequences and share apparatus space with others.</p> <p>Develop resilience and ability to remain self-motivated as they strive to improve sequences</p> <p>Pupils will develop life skills such as resourcefulness and Evaluate as they create their sequences in pairs, making any adaptations when necessary.</p>	<p>Execute balances and movements. Link these movements and balances together with accuracy.</p> <p>Begin learning basic rolls.</p> <p>Develop flexibility, strength, control and balance.</p> <p>Collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve</p> <p>Develop their resilience and ability to remain self-motivated as they strive to improve sequences</p> <p>Apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.</p>	<p>Execute counter balance and tension, accurately applying flow as they link their balances with movement.</p> <p>Develop basic rolls.</p> <p>Develop flexibility, strength, control, technique and balance.</p> <p>Demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve</p> <p>Apply integrity and self-discipline as they perform their sequences and receive feedback.</p> <p>Apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.</p>	<p>Create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p>Perform rolls on the floor and bench.</p> <p>Develop flexibility, strength, control, technique and balance.</p> <p>Apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.</p>

Games	<p>Understands tactics and composition by starting to vary how they respond.</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. Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using the equipment.</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>Beginning to select resources independently to carry out different 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>Uses skills with coordination, control and fluency.</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. Works well in a group to develop various 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 basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination</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.</p> <p>Uses skills with coordination, control and fluency.</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.</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>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>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</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.</p> <p>Modifies 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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<b>Athletics</b>	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country</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. e.g. hop skip jump (triple jump)</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. e.g. hop skip jump (triple jump)</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. e.g. hop skip jump (triple jump)</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>
<b>Swimming</b>		<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 self-rescue in different water-based situations.</p>		<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 self-rescue in different water-based situations.</p>
<b>Outdoor Adventure Activities</b>			<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>