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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 skipping  Respond to different stimuli and music with a range of actions  Copy and explore basic body actions demonstrated by the teacher  Copy simple movement patterns from each other and explore the movement  Dance Actions | Link several movements together with control and coordination  Talk about different stimuli and music as the starting point for creating dance phrases and short dances  Explore actions in response to stimuli and explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of possible movements  Dance Actions | Improvise freely with a partner translating ideas from stimuli to movement  Show an imaginative response to different stimuli and music through their use of language and choice of movement  Incorporate different qualities and dynamics into their movements  Explore and develop new actions while working with a partner or a small group  Dance Actions | Respond and perform with a partner, demonstrating actions that link with fluency and accuracy  Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases  Use a range of actions and begin to combine movement phrases and patterns  Begin to respond within a small group, to different speeds and levels  Dance Actions | Respond to a variety of stimuli showing a range of actions performed with control and fluency  Consider character and narrative ideas created by the stimulus, and respond through movement  Experiment 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 group  Dance Actions | Perform a variety of dance styles with accuracy and consistency  Explore, improvise and choose appropriate material to create new motifs in a chosen dance style  Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns  Dance Actions |
| Selecting & Applying Skills & Tactics |  | Compose and link movement phrases to make simple dances with clean beginning, middle and end  Practise and repeat their movement phrases and perform them in a controlled way  Creating a Dance | Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings  Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness  Creating a Dance | Know how to apply basic compositional ideas to create dances which convey feelings and emotions  Know how to link actions to make dance phrases, working with a partner and in a small group  Perform short dances with expression, showing an awareness of others when moving  Describe what makes a good dance phrase  Creating a Dance | Begin to design their own movement phrases that respond to stimuli or emotion  Remember, perform and evaluate short dance phrases, showing an understanding and an awareness of others  Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group  Creating a Dance | Create and perform dances using a range of movement patterns in response to a range of stimuli  Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer  Remember, practise and combine longer, more complex dance phrases  Creating a Dance | Extend compositional skills incorporating a wider range of dance styles and forms  Select and use a range of compositional ideas to create motifs that demonstrate their dance idea  Creating a Dance |
| **Games** | Developing Skills |  | Throw and catch a ball with a partner  Move fluently, changing direction/speed easily and avoiding collisions  Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking  Game Actions | Pass a ball accurately to a partner over a variety of distances  Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control  Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run  Game Actions | Travel with control whilst bouncing a ball  Use a range of skills to help them keep possession and control of the ball  Perform the basic skills needed for the games with control and consistency  Game Actions | Travel with a ball showing increasing control using both hands and feet  Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team  Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations  Game Actions | Travel with a ball showing changes of speed and directions using either foot or hand  Use a range of techniques when passing, e.g. high, low, bounced, fast, slow  Keep a game going using a range of different ways of throwing  Strike a ball with intent and throw it more accurately when bowling and/or fielding  Game Actions | Dribble effectively around obstacles  Throw with precision and accuracy when sending and receiving  Perform skills with accuracy, confidence and control, adapting them to meet the needs of the situation  Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game  Use different ways of bowling  Game Actions |
| Selecting & Applying Skills & Tactics |  | Choose and use skills effectively for particular games  Use skills in different ways in different games and try to win by changing the way they use skills in response to their opponents' actions  Strategy and Tactics | Vary skills and show some understanding of simple tactics  Choose and use tactics to suit different situations, and react to situations in a way that helps their partners and makes it difficult for their opponents  Strategy and Tactics | Use a range of skills to keep possession and make progress towards a goal, on their own and with others  Choose good places to stand when receiving, and give reasons for their choice  Choose and use batting or throwing skills to make the game hard for their opponents  Strategy and Tactics | Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game  Choose where they should position themselves to be a defender and an attacker  Choose the best skills to use when playing different sides within a game  Strategy and Tactics | Effectively play a competitive net/wall game, keep and use rules they are given  Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights  Judge how far they can run to score points  Strategy and Tactics | Play recognised version of net game showing tactical awareness and knowledge of rules and scoring  Play, choosing and using skills which meet the needs of the situation  Choose when to pass or dribble, so that they keep possession and make progress towards the goal  Hit the ball with purpose, varying the speed, height and direction  Strategy and Tactics |
| **Gymnastics** | Developing Skills |  | Perform basic gymnastic actions like travelling, rolling and jumping  Manage the space safely, showing good awareness of each other, mats and apparatus  Gymnastic Actions | Perform a variety of actions with increasing control and accurately repeat sequences of gymnastic actions  Move smoothly from a position of stillness to a travelling movement  Gymnastic Actions | Perform a competent forward roll, rug roll, shoulder roll  Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel  Practise 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 partner  Gymnastic Actions | Perform a range of rolls with control and accuracy  Explore different combinations of apparatus to look at shape, balance and travel and know how to utilise this equipment to enhance their movements  Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect  Begin to perform with a partner or group  Gymnastic Actions | Perform a range of rolls including backwards roll consistently  Make 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 partner  Gymnastic Actions | Perform a range of rolls showing different entrances and exits  Perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy  Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension  Gymnastic Actions |
| Selecting & Applying Skills & Tactics |  | Make up simple movement phrases in response to simple tasks  Link and repeat basic gymnastic actions and perform movement phrases with control and accuracy  Creating a Gymnastic Routine | Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end  Adapt the sequence to include apparatus or a partner  Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency  Creating a Gymnastic Routine | Plan and perform a movement sequence showing contrasts in speed, level and direction  Devise and perform a gymnastic sequence, showing a clear beginning, middle and end  Adapt a sequence to include different levels, speeds or directions  Work well on their own and contribute to pair sequences  Creating a Gymnastic Routine | Begin to develop a longer and more varied movement phrase with smooth, planned links between actions  Perform a sequence where the children combine speed, level, direction and a variety of shapes  Work within different groups to contribute to a variety of different sequences  Creating a Gymnastic Routine | Develop a longer and more varied movement sequence, demonstrating smooth transitions between actions and combine to make a sequence  Perform sequences with changes of speed, level, direction and clarity of shape  Gradually 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 movement  Creating 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 directions  Accurately repeat a longer sequence with more difficult actions, with an emphasis on extension, shape and changes in direction  Adapt sequences to include a partner or a small group  Creating 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 target  Show a difference between sprinting and running  Athletic 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 throwing  Know rules and judge events  Athletic Actions |
| Selecting & Applying Skills & Tactics |  | Choose which throwing and retrieving technique to use | Choose when to run and when to jump  Select which throwing technique to use for accuracy and distance  Strategy 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 running  Plan and carry through an event  Strategy 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 done  Watch others and say what they are doing  Evaluate Self and Peers Performance | Talk about differences between their own and others' performance  Suggest improvements based on observations  Evaluate Self and Peers Performance | Describe and comment on their own performance and that of others  Make simple suggestions to improve quality  Evaluate Self and Peers Performance | Observe others carefully in relation to the success criteria, and begin to modify and change in response to what they see  Analyse and comment on what they see with increasing clarity  Evaluate Self and Peers Performance | Use observation of others and begin to describe constructively how to refine, improve and modify performance  Refine their own performance from self analysis and in response to comments from others  Evaluate Self and Peers Performance | Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance  Demonstrate sound knowledge and understanding as a result of analysis to improve performance  Evaluate Self and Peers Performance |
| Knowledge and Understanding of Fitness and Health |  | Describe how their bodies feel when still and when exercising  Talk about how to exercise safely  Talk About Fitness and Healt | Understand how to exercise and describe how their bodies feel during different activities | Suggest appropriate warm up ideas  Work in a responsible and safe manner  Recognise changes in body temperature, heart rate and breathing  Knowledge and Understanding of Fitness and Health | Begin to think about warm up activities that prepare them for exercise  Talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy  Knowledge and Understanding of Fitness and Health | Demonstrate activities for specific aspects of warm up - stretching, joint mobility, raising heart and breathing rates  Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery  Knowledge and Understanding of Fitness and Health | Show responsibility for personal warm up programme specific to the activity  Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions  Knowledge and Understanding of Fitness and Health |
| **Swimming** | Swimming - Stroke |  |  |  | Swim up to 25 metres in water unaided showing co-ordination  Begin to use their arms and legs in the correct manner for their chosen stroke  Begin to understand how to perform safe self-rescue in different water-based situations  Swimming Actions | Swim 25 metres in water unaided showing co-ordination with arms and legs and using some different strokes  Begin to use their arms and legs in the correct manner for their chosen stroke  Begin to understand how to perform safe self-rescue in different water-based situations  Swimming 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  Confidently use their arms and legs in the correct manner for their chosen stroke and explain why they have chosen a particular stroke  Understand and explain how to perform safe self-rescue in different water-based situations  Swimming 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 together  Confidently use their arms and legs in the correct manner for their chosen stroke and to explain and describe why they have chosen a particular stroke  Understand and explain how to perform safe self-rescue and peer rescue in different water-based situations  Swimming 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 |