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|  | Games / Athletics |  Dance | Gymnastics |
| EYFS | - I can move in different ways on foot- I can keep in a space when playingI can travel around space and obstacles safely in different ways, changing direction to avoid others or obstacles - I can bounce and catch balls- I can move a ball in different ways – tapping with hands/feet, kicking, passing, batting, aiming | - I can move in a more fluent style of moving, developing control and grace | - I can show strength, balance and co-ordination in movement- I can move in different ways, energetically, e.g. rolling, crawling, walking, jumping, hopping, skipping, climbing…- I can balance (1 leg balance, seated balance)- I can jump and land safely (on/from tyres, from a low bench)- I can jump and land from different heights- I can move and use both large and smaller scale equipment (building blocks, balls etc)- I can balance, keeping on a line- I can hold a stance to help me balance |
| Key Stage OneStatutory requirements: | Master basic movements including running, jumping, throwing and catching.Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Participate in team games, developing simple tactics for attacking and defending.Develop balance, agility and co-ordination, and begin to apply these in a range of activities. | Perform dances using simple movement patterns. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. | Develop balance, agility and co-ordination, and begin to apply these in a range of activities. |
| Year 1games:Swedish Long BallTennis/Racket skills | I can:- show control when rolling a ball.- hit a ball with control.- run with control.- jump with control. - catch a ball/beanbag using cupped hands.- kick with control. | I can:- move with control and coordination.- combine movements in a simple sequence.- show contrasts ( high/low movements, crouching/stretched movements etc) | I can:- move under control.- combine movements in a simple sequence.- move with awareness of space.- show contrasts (high/low movements, crouching/stretched movements etc).- use climbing equipment safely.- land safely when jumping.- stretch to develop flexibility. |
|  | Games / Athletics |  Dance | Gymnastics |
| Year 2 | - understand team roles (opponent/teammate). - develop basic tactics for small team games (pass to free teammate, move into space).- lead others in small game situations - begin to combine movements e.g. jumping and catching, moving to one side to position self and catch. | - copy simple moves and sequences.- develop movements and expressions to fit music/mood. | - copy simple moves and sequences.- roll forwards, backwards and sideways.- hold a balance using different parts of the body for support.- jump to increase flexibility, control and balance.- stretch to increase flexibility, control and balance |

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|  | Games | Dance | Gymnastics | Athletics | Swimming | Outdoor and adventurous activity |
| Year 3 | - throw and catch various objects / balls with control and accuracy.- follow rules of games and play fairly.- maintain possession of a ball using hands, feet & hockey sticks. I can pass to teammates when appropriate- begin to anticipate direction of ball and position body to catch or react in a game. | - refine movements into sequences.- vary speed within a performance.- develop flexibility . | - refine movements into sequences.- Show changes of speed and direction when combining movements.- Use equipment including ladders and climbing equipment safely. | - sprint over a short distance.- use different throwing techniques (over/underarm)- improve on personal best performances.- compete with others fairly. | - Swim confidently over 25m.- Use at least one stroke effectively (front crawl, breaststroke or backstroke.)- Control leg and arm movements. | - support others in team games.- communicate effectively with others.- draw simple maps to use in orienteering work- follow instructions and know when to listen and when to talk to others. |
|  | Games | Dance | Gymnastics | Athletics | Swimming | Outdoor and adventurous activity |
| Year 4 | - find space in invasion games.- work as part of a team, with increasingly effective communication and tactics.- strike and field with control.- lead a team effectively. | - create sequences and use movements to convey a mood or emotion.- develop strength through a range of movements. - plan, perform and repeat performances.- analyse and suggest improvements to sequences. | -move with fluency, confidence and expression.- plan, perform and repeat performances. - analyse and suggest improvements to sequences.- understand concept of centre of gravity. | - run over longer distances, conserving energy.- choose throwing method/adapt technique to hit targets or achieve distance.- Jump in a variety of ways.- combine running and jumping e.g. in hurdles races. | - Swim up to 50m unaided.- Use breaststroke, front crawl and backstroke effectively.- coordinate breathing with movement. | - use maps and instructions in team games.- Draw more complex maps and instructions to guide others.- work effectively in pairs or small groups to solve a problem or achieve a common goal. |
|  | Games | Dance | Gymnastics | Athletics | Swimming | Outdoor and adventurous activity |
| Year 5 | - combine skills (running, throwing, jumping, passing, catching) with effect in game situations.- work effectively with a team to maintain or regain possession.-strike a ball with accuracy.-develop tactics for game situations.- demonstrate good anticipation and adjust body position effectively. | - compose imaginative sequences.- share ideas and organise others during group work.- begin to use sequencing and canons as well as coordinated movements in groups. | - create increasingly complex sequences using a range of movements e.g. twisting, stretching, balancing, bending. | - throw a range of objects with correct techniques including shot puts, discus and javelin style throws.- reflect on previous performances and adapt technique.-compete fairly with others.- focus on personal targets.- Develop hurdles technique – focus on taking them in stride and correct legwork.  |  | - Develop understanding of when to lead and when to work as part of a group.- Show leadership and organisation in small group situations when confident |
|  | Games | Dance | Gymnastics | Athletics | Swimming | Outdoor and adventurous activity |
| Year 6 | - anticipate direction of play to attack and defend effectively.- lead a team and organise others well.- bowl and volley accurately.- use forehand and backhand techniques in racket sports.- play competitively whilst maintaining respect for the other team.- develop tactics recognising team and individual strengths. | - lead others effectively.- construct whole dance sequences with increasing complexity.- Use coordinated movements, sequencing and canons effectively.- demonstrate core strength, balance and precision.- use a wide range of movements including improvised ones. | - create complex and well executed sequences that include a range of movements: - springing - jumping- vaulting- inversions - twists- show core strength and hold positions. | - Set challenges to beat personal bests and achieve targets.- Develop pacing and tactics in running races.- Show complete control when jumping and landing.-  |  | - demonstrate confidence and initiative in group situations. Know when to effectively lead others and when to work in groups.-Show support and empathy particularly when other children are struggling or in the face of a challenging situation.- Plan simple orienteering games and activities for other children to take part in. |
| Children exceeding KS2 expectations: - can play competitive sports such as football, rugby, netball, basketball, hockey, tennis, badminton, golf, athletics, gymnastics and dance.- can perform dance routines using advanced patterns and techniques.- understand tactics and effective techniques apply them to their own games and provide accurate assessment of others’ performances.- pursue interests and develop skills further outside of school through clubs or competitions. - use a range of strategies and tactics to compete with others effectively.  |