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|  | Games / Athletics | Dance | Gymnastics |
| EYFS | - I can move in different ways on foot  - I can keep in a space when playing  I 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 One  Statutory 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 1  games:  Swedish Long Ball Tennis/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. | | | | | | |