



	EYFS	Year 1	Year 2	Year 4 & Year 5			
				Year 3 & Year 4	Year 5 & Year 6		
Dance	<ul style="list-style-type: none"> <li>Spontaneously respond to a variety of stimuli through movement</li> <li>Move with appropriate actions and timing in response to some stimuli</li> <li>Begin to use own ideas to sequence dance.</li> <li>Begin to sequence and remember a short dance</li> <li>Show interest by observing or participating in dance activities</li> </ul>	<ul style="list-style-type: none"> <li>Copy and explore basic movements and body patterns.</li> <li>Remember simple movements and dance steps.</li> <li>Link movements to sounds and music.</li> <li>Respond to a range of stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Vary level, speed and direction in sequence.</li> <li>Vary the size of their body shapes.</li> <li>Negotiate space well.</li> <li>Can describe a short dance using appropriate vocabulary.</li> <li>Responds imaginatively to stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to improvise independently and with a partner to create a simple dance.</li> <li>Translates ideas from stimuli into movement with support.</li> <li>Beginning to compare and adapt movements and motifs to create a larger sequence.</li> <li>Uses simple dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently improvise with a partner or on their own.</li> <li>Begin to create longer dance sequences in a larger group.</li> <li>Demonstrate precision and control in response to stimuli.</li> <li>Begin to vary dynamics and develop actions and motifs.</li> <li>Demonstrate rhythm and spatial awareness.</li> <li>Modify parts of a sequence as a result of self-evaluation.</li> <li>Use simple dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to exaggerate dance movements and motifs.</li> <li>Combine flexibility, technique and movements to create a fluent sequence.</li> <li>Moves appropriately, using different levels, travelling and motif, with the required style in relation to the stimulus.</li> <li>Begin to show a change of pace and timing in their movements.</li> <li>Modifies parts of a sequence as a result of self and peer evaluation.</li> <li>Use more complex dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>Move to the beat accurately in dance sequences.</li> <li>Improvise with confidence, still demonstrating fluency across their sequence.</li> <li>Dance with fluency, linking all movements and ensuring they flow.</li> <li>Demonstrate consistent precision when performing dance sequences.</li> <li>Use more complex dance vocabulary to compare and improve work.</li> </ul>
Gym	<ul style="list-style-type: none"> <li>Copy and explore basic movements with some control and coordination.</li> <li>Perform different body shapes.</li> <li>Use arms and legs to support with balance.</li> <li>Perform a 2 footed jump.</li> <li>Use equipment safely.</li> <li>Balance with some control one and two feet.</li> <li>Explore different ways of moving - side step, skipping</li> </ul>	<ul style="list-style-type: none"> <li>Copy and explore basic movements with some control and coordination.</li> <li>Perform different body shapes.</li> <li>Perform at different levels.</li> <li>Perform a 2 footed jump.</li> <li>Use equipment safely.</li> <li>Balance with some control.</li> <li>Link 2-3 simple movements.</li> </ul>	<ul style="list-style-type: none"> <li>Explores and creates different pathways and patterns.</li> <li>Uses equipment in a variety of ways to create a sequence</li> <li>Link movements together to create a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Applies compositional ideas independently and with others to create a sequence.</li> <li>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</li> <li>Describes their own work using simple gym vocabulary.</li> <li>Beginning to notice similarities and differences between sequences.</li> <li>Uses turns whilst travelling in a variety of ways.</li> <li>Beginning to show flexibility in movements</li> <li>Beginning to develop good technique when travelling, balancing, using equipment etc</li> </ul>	<ul style="list-style-type: none"> <li>Links skills with control, technique, co-ordination and fluency.</li> <li>Understands composition by performing more complex sequences.</li> <li>Beginning to use gym vocabulary to describe how to improve and refine performances.</li> <li>Develops strength, technique and flexibility throughout performances.</li> <li>Creates sequences using various body shapes and equipment.</li> <li>Combines equipment with movement to create sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Select and combine their skills, techniques and ideas.</li> <li>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</li> <li>Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>Develops strength, technique and flexibility throughout performances.</li> <li>Links skills with control, technique, co-ordination and fluency.</li> <li>Understands composition by performing more complex sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</li> <li>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>Adapts sequences to include a partner or a small group.</li> <li>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> <li>Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>Develops strength, technique and flexibility throughout performances.</li> </ul>
Games	<ul style="list-style-type: none"> <li>Play on their own and with others, keeping themselves safe by finding free space</li> <li>Move into a space or jump to stop a ball</li> <li>Begin to join actions together e.g. throw then move Watch and copy others who are doing well</li> <li>Choose the best equipment to enable them to play or move well</li> <li>Make simple decisions of where and when to move to receive or defend a ball</li> <li>Choose how to make it difficult for others to beat them</li> <li>Join in games with others</li> <li>Take turns</li> <li>Stay within boundaries of games</li> <li>Understand that if they don't play fairly others won't enjoy the activity</li> </ul>	<ul style="list-style-type: none"> <li>Can travel in a variety of ways including running and jumping.</li> <li>Beginning to perform a range of throws.</li> <li>Receives a ball with basic control</li> <li>Beginning to develop hand-eye coordination</li> <li>Participates in simple games</li> </ul>	<ul style="list-style-type: none"> <li>Confident to send the ball to others in a range of ways.</li> <li>Beginning to apply and combine a variety of skills (to a game situation)</li> <li>Develop strong spatial awareness.</li> <li>Beginning to develop own games with peers.</li> <li>Understand the importance of rules in games.</li> <li>Develop simple tactics and use them appropriately.</li> <li>Beginning to develop an understanding of attacking/defending.</li> </ul>	<ul style="list-style-type: none"> <li>Understands tactics and composition by starting to vary how they respond.</li> <li>Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>Beginning to communicate with others during game situations.</li> <li>Uses skills with co-ordination and control.</li> <li>Develops own rules for new games.</li> <li>Makes imaginative pathways using equipment.</li> <li>Beginning to understand how to compete with each other in a controlled manner.</li> <li>Beginning to select resources independently to carry out different skills.</li> </ul>	<ul style="list-style-type: none"> <li>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</li> <li>Uses skills with co-ordination, control and fluency.</li> <li>Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>Can create their own games using knowledge and skills.</li> <li>Works well in a group to develop various games.</li> <li>Can make suggestions as to what resources can be used to differentiate a game.</li> <li>Apply basic skills for attacking and defending.</li> <li>Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>	<ul style="list-style-type: none"> <li>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</li> <li>Keeps possession of balls during games situations.</li> <li>Compares and comments on skills to support creation of new games.</li> <li>Can make suggestions as to what resources can be used to differentiate a game.</li> <li>Apply knowledge of skills for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>Keeps possession of balls during games situations.</li> <li>Consistently uses skills with co-ordination, control and fluency.</li> <li>Can create their own games using knowledge and skills.</li> <li>Modifies competitive games.</li> <li>Can make suggestions as to what resources can be used to differentiate a game.</li> </ul>



	<ul style="list-style-type: none"> <li>Understand that joining in activities gives them a good feeling</li> <li>Control balls of various sizes &amp; shapes; carry and release into a target, roll, throw</li> </ul>						
Athletics	<ul style="list-style-type: none"> <li>Experiment with running, jumping, hopping and stopping</li> <li>Change dynamics - walk slowly/quickly</li> <li>Experience practicing actions to improve</li> <li>Move with control and co-ordination</li> <li>Combine basic actions with more advanced spatial awareness</li> <li>Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</li> <li>Jump over low barriers</li> <li>Challenge themselves to jump further/higher.</li> <li>Apply restrictions e.g. throwing into a specific target</li> <li>Handle equipment safely</li> <li>Perform basic actions using equipment e.g. rolling, underarm</li> </ul>	<ul style="list-style-type: none"> <li>Can run at different speeds.</li> <li>Can jump from a standing position.</li> <li>Performs a variety of throws with basic control.</li> </ul>	<ul style="list-style-type: none"> <li>Can change speed and direction whilst running.</li> <li>Can jump from a standing position with accuracy.</li> <li>Performs a variety of throws with control and co-ordination.</li> <li>Can use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to run at speeds appropriate for the distance. e.g. <i>sprinting and cross country</i></li> <li>Can perform a running jump with some accuracy.</li> <li>Performs a variety of throws using a selection of equipment.</li> <li>Can use equipment safely and with good control.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to build a variety of running techniques and use with confidence.</li> <li>Can perform a running jump with more than one component. e.g. <i>hop skip jump (triple jump)</i></li> <li>Demonstrates accuracy in throwing and catching activities.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to record peers performances, and evaluate these.</li> <li>Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>Describes good athletic performance using correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Can develop on various jumping techniques from previous year groups. e.g. <i>hop skip jump (triple jump)</i></li> <li>Record peers performances, and evaluate these with confidence.</li> <li>Can comment on their own performance using accurate vocabulary.</li> <li>Demonstrates accuracy and confidence in throwing and catching activities.</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Swims competently, confidently and proficiently over a distance of at least 25 metres</li> </ul>	<ul style="list-style-type: none"> <li>Swims competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>Performs safe self-rescue in different water-based situations.</li> </ul>				