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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance NC KS1: perform dances using simple movement patterns. NC KS2: perform dances using a range of movement patterns.	• Copy basic body actions and rhythms. • Choose and use travelling actions, shapes and balances. • Travel in different pathways using the space around them. • Begin to use dynamics and expression with guidance. • Begin to count to music.	• Copy, remember and repeat actions. • Choose actions for an idea. • Use changes of direction, speed and levels with guidance. • Show some sense of dynamic and expressive qualities. • Begin to use counts.	• Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing actions with a partner. • Show a character through actions, dynamics and expression. • Use counts with help to stay in time with the music.	• Copy remember and perform a dance phrase. • Create short dance phrases that communicate an idea. • Use canon, unison and formation to represent an idea. • Match dynamic and expressive qualities to a range of ideas. • Use counts to keep in time with a partner and group.	• Copy, remember and adapt set choreography. • Choreograph considering structure individually, with a partner and in a group. • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. • Use counts when choreographing short phrases.	• Accurately copy and repeat set choreography indifferent styles of dance showing a good sense of timing. • Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. • Confidently perform choosing appropriate dynamics to represent an idea. • Use counts accurately when choreographing to perform in time with others and the music.	• Perform dances confidently and fluently with accuracy and good timing. • Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to theme. • Improvise and combine dynamics demonstrating an awareness of the impact on performance. • Use counts when choreographing and performing to improve the quality of work.
Fundamental, Movement and Skills **Fitness**	• Run and stop with some control. • Explore skipping as a travelling action.	• Attempt to run at different speeds showing an awareness of technique.	• Show balance and co-ordination when running at different speeds. • Link running and jumping	• Show balance, co-ordination and technique when running at different speeds, stopping with control.	• Demonstrate how and when to speed up and slow down when running.	• Run at the appropriate speed over longer distances or for longer periods of time.	• Demonstrate a controlled running technique using the appropriate speed over longer distances or for

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Athletics NC KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. NC KS2: use running, jumping and throwing in isolation and in combination.	• Jump and hop with bent knees. • Throwing larger balls and beanbags into space. • Balance whilst stationary and on the move. • Change direction at a slow pace. • Explore moving different body parts together.	• Begin to link running and jumping movements with some control. • Jump, leap and hop and choosing which allows them to jump the furthest. • Throw towards a target. • Show some control and balance when travelling at different speeds. • Begin to show balance and co-ordination when changing direction. • Use co-ordination with and without equipment.	movements with some control and balance. • Show hopping and jumping movements with some balance and control. • Change technique to throw for distance. • Show control and balance when travelling at different speeds. • Demonstrates balance and co-ordination when changing direction. • Perform actions with increased control when co-ordinating their body with and without equipment.	• Link running, hopping and jumping actions using different take offs and landing. • Jump for distance and height with an awareness of technique. • Throw a variety of objects, changing action for accuracy and distance. • Demonstrate balance when performing other fundamental skills. • Show balance when changing direction in combination with other skills. • Can co-ordinate their bodies with increased consistency in a variety of activities.	• Link hopping and jumping actions with some control. • Jump for distance and height showing balance and control. • Throw with some accuracy and power towards a target area. • Demonstrate good balance when performing other fundamental skills. • Show balance when changing direction at speed in combination with other skills. • Begin to co-ordinate their body at speed in response to a task.	• Show control at take-off and landing in more complex jumping activities. • Perform a range of more complex jumps showing some technique. • Show accuracy and power when throwing for distance. • Demonstrate good balance and control when performing other fundamental skills. • Demonstrate improved body posture and speed when changing direction. • Can co-ordinate a range of body parts at increased speed.	longer periods of time. • Link running, jumping and hopping actions with greater control and co-ordination. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Show fluency and control when travelling, landing, stopping and changing direction. • Change direction with a fluent action and can transition smoothly between varying speeds. • Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge
Games:	• Drop and catch with two hands.	• Drop and catch a ball after one	• Dribble a ball with two hands on the move.	• Dribble the ball with one hand with some control	• Link dribbling the ball with other	• Use dribbling to change the direction of play	• Use dribbling to change the direction of play

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Striking/Fielding **Invasion** **Net/Wall** NC KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. NC KS2: use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	• Move a ball with feet. • Throw and roll a variety of beanbags and larger balls to space. • Kick larger balls to space. • Stop a beanbag or large ball sent to them using hands. • Attempt to stop a large ball sent to them using feet. • Hit a ball with hands. • Run and stop when instructed. • Move around showing limited awareness of others. • Make simple decisions in response to a situation.	bounce on the move. • Move a ball using different parts of the foot. • Throw and roll towards a target with some varying techniques. • Kick towards a stationary target. • Catch a beanbag and a medium-sized ball. • Attempt to track balls and other equipment sent to them. • Strike a stationary ball using a racket. • Run, stop and change direction with some balance and control. • Recognise space in relation to others. • Begin to use simple tactics with guidance.	• Dibble a ball with some success, stopping it when required. • Throw and roll towards a target using varying techniques with some success. • Show balance when kicking towards a target. • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it using feet with limited success. • Strike a ball using a racket. • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • Use simple tactics.	in game situations. • Dribble a ball with feet with some control in game situations. • Use a variety of throwing techniques in game situations. • Kick towards a partner in game situations. • Catch a ball passed to them using one and two hands with some success. • Receive a ball sent to them using different parts of the foot. • Strike a ball with varying techniques. • Change direction with increasing speed in game situations. • Use space with some success in game situations. • Use simple tactics individually and within a team.	actions with increasing control. • Change direction when dribbling with feet with some control in game situations. • Use a variety of throwing techniques with increasing success in game situations. • Kick with increasing success in game situations. • Catch a ball passed to them using one and two hands with increasing success. • Receive a ball using different parts of the foot under pressure. • Strike a ball using varying techniques with increasing accuracy. • Change direction to lose an opponent with some success. • Create and use space with some success in game situations.	with some control under pressure. • Dribble with feet with some control under increasing pressure. • Use a variety of throwing techniques with some control under increasing pressure. • Catch and intercept a ball using one and two hands with some success in game situations. • Receive a ball using different parts of the foot under pressure with increasing control. • Strike a ball using a wider range of skills. Apply these with some success under pressure. • Use a variety of techniques to change direction to lose an opponent. • Create and use space for self and others with some success.	with control under pressure. • Use a variety of dribbling techniques to maintain possession under pressure. • Use a variety of throwing techniques including fake passes to outwit an opponent. • Select and apply the appropriate kicking technique with control. • Catch and intercept a ball using one and two hands with increasing success in game situations. • Receive a ball with consideration to the next move. • Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. • Confidently change direction to success fully

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					• Use simple tactics to help their team score or gain possession.	• Understand the need for tactics and can identify when to use them indifferent situations.	outwit an opponent. • Effectively create and use space for self and others to outwit an opponent. • Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Gymnastics NC KS1: master basic movements as well as developing balance, agility and co-ordination. NC KS2: develop flexibility, strength, technique, control and balance.	• Create shapes showing a basic level of stillness using different parts of their bodies. • Begin to take weight on different body parts. • Show shapes and actions that stretch their bodies. • Copy and link simple actions together.	• Perform balances making their body tense, stretched and curled. • Take body weight on hands for short periods of time. • Demonstrate poses and movements that challenge their flexibility. • Remember, repeat and link simple actions together.	• Perform balances on different body parts with some control and balance. • Take body weight on different body parts, with and without apparatus. • Show increased awareness of extension and flexibility in actions. • Copy, remember, repeat and plan linking simple actions with some control and technique.	• Complete balances with increasing stability, control and technique. • Demonstrate some strength and control when taking weight on different body parts for longer periods of time. • Demonstrate increased flexibility and extension in their actions. • Choose actions that flow well into one another both on and off apparatus.	• Use body tension to perform balances both individually and with a partner. • Demonstrate increasing strength, control and technique when taking own and others weight. • Demonstrate increased flexibility and extension in more challenging actions. • Plan and perform sequences showing control and technique with and without a partner.	• Show increasing control and balance when moving from one balance to another. • Use strength to improve the quality of an action and the range of actions available. • Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. • Create and perform more complex sequences of actions with a	• Combine and perform more complex balances with control, technique and fluency. • Demonstrate more complex actions with a good level of strength and technique. • Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. • Plan and perform with precision, control and fluency, a

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						good level of quality, control and technique with and without a partner.	sequence of actions including a wide range of skills.
Outdoor Adventure Activities NC KS2: take part in outdoor and adventurous activity challenges both individually and within a team.	• Follow simple instructions. • Share their ideas with others. • Explore activities making own decisions in response to a task. • Make decisions about where to move in space. • Follow a path. • Begin to identify personal success.	• Follow instructions. • Begin to work with a partner and a small group. • Understand the rules of the game and suggest ideas to solve simple tasks. • Copy a simple diagram/map. • Identify own and others' success.	• Follow instructions accurately. • Work co-operatively with a partner and a small group, taking turns and listening to each other. • Try different ideas to solve a task. • Follow and create a simple diagram/map. • Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	• Follow instructions from a peer and give simple instructions. • Work collaboratively with a partner and a small group, listening to and accepting others' ideas. • Plan and attempt to apply strategies to solve problems. • Orientate and follow a diagram/map. • Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	• Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Confidently communicate ideas and listen to others before deciding on the best approach. • Plan and apply strategies to solve problems. • Identify key symbols on a map and use a key to help navigate around a grid. • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	• Use clear communication when working in a group and taking on different roles. • Begin to lead others, providing clear instructions. • Plan and apply strategies with others to more complex challenges. • Orientate a map confidently using it to navigate around a course. • Explain why a particular strategy worked and alter methods to improve.	• Communicate with others clearly and effectively when under pressure. • Confident to lead others and show consideration of including all within a group. • Confident to lead others and show consideration of including all within a group. • Confidently and efficiently orientate a map, identifying key features to navigate around a course. • Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

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	Beginners	Developers	Intermediate
Swimming NC All schools must provide swimming instruction either in key stage 1 or key stage 2.	• Submerge and regain feet in the water. • Breathe in sync with an isolated kicking action from poolside. • Use arms and legs together to move effectively across a short distance in the water. • Glide on front and back over short distances. • Float on front and back for short periods of time. • Confidently roll from front to back and then regain a standing position.	• Confidently and consistently retrieve an object from the floor with the same breath. • Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Combine gliding and floating on front and back over an increased distance. • Float on front and back using different shapes with increased control. • Comfortably demonstrate sculling head first, feet first and treading water.	• Confidently combine skills to retrieve an object from greater depth. • Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. • Confidently demonstrate good technique in a wider range of strokes over increased distances. • Combine gliding and transitioning in to an appropriate stroke with good control. • Confidently link a variety of floating actions together demonstrating good technique and control. • Select and apply the appropriate survival technique to the situation.

	EYFS	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
Social Skills	• Take turns. • Learn to share equipment with others. • Share their ideas with others.	• Encourage others to keep trying. • Talk to a partner about their ideas and take turns to listen to each other. • Work with a partner and small group to play games and solve challenges.	• Encourage and motivate others to work to their personal best. • Work with others to achieve a shared goal. • Work with others to self-manage games.	• Share ideas with others and work together to decide on the best approach to a task. • Lead others and show consideration of including all within a group. • Communicate with others clearly and effectively.
Emotional Skills	• Try again if they do not succeed. • Practise skills independently. • Confident to try new tasks and challenges.	• Show determination to continue working over a longer period of time. • Determined to complete the challenges and tasks set. • Explore skills independently before asking for help. • Confident to share ideas, contribute to class discussion and perform in front of others.	• Persevere when finding a challenge difficult. • Understand what their best looks like and they work hard to achieve it. • Begin to use rules showing awareness of fairness and honesty. • Show an awareness of how other people feel.	• Understand what maximum effort looks and feels like and show determination to achieve it. • Use different strategies to persevere to achieve personal best. • Compete within the rules showing fair play and honesty when playing independently. • Confident to attempt tasks and challenges outside of their comfort zone.
Thinking Skills	• Begin to identify personal success. • Choose own movements and	• Make decisions when presented with a simple challenge. E.g., move to an open space towards goal.	• Pupils make quicker decisions when selecting and applying skills to a situation. E.g., who to pass to and where to move.	• Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.

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	actions in response to simple tasks e.g. choosing to travel by skipping. • Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.	• Begin to select and apply skills to use in a variety of differing situations. E.g., choose to use a balance on their bottom on a wider piece of apparatus. • Provide feedback beginning to use keywords from the lesson.	• Select and apply from a wider range of skills and actions in response to a task. • Provide feedback using key terminology.	• Recognise and explain their thought process when playing games or completing tasks. E.g., I moved here because my team mate was over there. • Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. • Select and apply appropriate skills for the situation when under pressure.