

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Dance	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>	
	Compete/perform						
		<p>PerForm using a range of actions and body parts with some coordination.</p> <p>Begin to perForm learnt skills with some control.</p>	<p>PerForm sequences of their own composition with coordination.</p> <p>PerForm learnt skills with increasing control. Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>PerForm learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>PerForm and create sequences with fluency and expression.</p> <p>PerForm and apply skills and techniques with control and accuracy.</p>	<p>PerForm own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>PerForm the sequence in time to music.</p> <p>PerForm and apply a variety of skills and techniques confidently, consistently and with precision.</p>
Gymnastics	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>PerForm jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	
	Compete/perform						
		<p>PerForm using a range of actions and body parts with some coordination.</p> <p>Begin to perForm learnt skills with some control</p>	<p>PerForm sequences of their own composition with coordination.</p> <p>PerForm learnt skills with increasing control.</p>	<p>Develop the quality of the actions in their performances.</p> <p>PerForm learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>PerForm and create sequences with fluency and expression.</p> <p>PerForm and apply skills and techniques with control and accuracy.</p>	<p>PerForm own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</p> <p>PerForm and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these</p>

Games	Striking and hitting a ball					
	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a stick (hockey) to hit a ball or with accuracy and control. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball	Use different techniques to hit a ball. Explore when different shots are best used. Practise techniques for all strokes.	Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Practise techniques for all strokes. Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting.
	Throwing and catching a ball					
	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game	Throw and catch accurately and successfully under pressure in a game.
	Travelling with a ball					
	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game	Move with the ball using a range of techniques, showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively
	Passing a ball					
	Pass the ball to another player in a game. Use kicking skills in a game	Know how to pass the ball in different ways	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
	Possession					
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
	Using space					
	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
	Attacking and defending					
	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
	Tactics and rules					
	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game
Compete/perform						
Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.	

Athletics

Running

Vary their pace and speed when running.	Run at different paces, describing the different paces.	Identify and demonstrate how different techniques can affect their performance.	Confidently demonstrate an improved technique for sprinting.	Accelerate from a variety of starting positions and select their preferred position.	Recap, practise and refine an effective sprinting technique, including reaction time.
Run with a basic technique over different distances.	Use a variety of different stride lengths.	Focus on their arm and leg action to improve their sprinting technique.	Carry out an effective sprint finish.	Identify their reaction times when performing a sprint start.	Build up speed quickly for a sprint finish.
Show good posture and balance.	Travel at different speeds.	Begin to combine running with jumping over hurdles.	Perform a relay, focusing on the baton changeover technique.	Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.	Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.
Jog in a straight line.	Begin to select the most suitable pace and speed for distance.	Focus on trail leg and lead leg action when running over hurdles.	Speed up and slow down smoothly	Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.	Accelerate to pass other competitors.
Change direction when jogging.	Complete an obstacle course.	Understand the importance of adjusting running pace to suit the distance being run.		Identify and demonstrate stamina, explaining its importance for runners.	Work as a team to competitively perform a relay.
Sprint in a straight line.	Vary the speed and direction in which they are travelling.				Confidently and independently select the most appropriate pace for different distances and different parts of the run.
Change direction when sprinting.	Run with basic techniques following a curved line.				Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
Maintain control as they change direction when jogging or sprinting.	Be able to maintain and control a run over different distances				

Jumping

Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	Use one and two feet to take off and to land with.	Learn how to combine a hop, step and jump to perform the standing triple jump.	Improve techniques for jumping for distance.	Develop the technique for the standing vertical jump.
Perform a short jumping sequence.	Combine different jumps together with some fluency and control.	Develop an effective take-off for the standing long jump.	Land safely and with control.	Perform an effective standing long jump.	Maintain control at each of the different stages of the triple jump.
Jump as high as possible.	Jump for distance from a standing position with accuracy and control.	Develop an effective flight phase for the standing long jump.	Begin to measure the distance jumped.	Perform the standing triple jump with increased confidence.	Land safely and with control.
Jump as far as possible.	Investigate the best jumps to cover different distances.	Land safely and with control.		Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.	Develop and improve their techniques for jumping for height and distance and support others in improving their performance.
Land safely and with control.	Choose the most appropriate jumps to cover different distances.			Land safely and with control.	Perform and apply different types of jumps in other contexts.
Work with a partner to develop the control of their jumps	Know that the leg muscles are used when performing a jumping action			Measure the distance and height jumped with accuracy.	Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
				Investigate different jumping techniques.	

Throwing

	Throw different types of equipment in different ways, for accuracy and distance	Throw with greater control and accuracy.	Perform a pull throw.	Perform a fling throw.	Perform a heave throw.
	Throw with accuracy at targets of different heights	Show increasing control in their overarm throw.	Measure the distance of their throws.	Throw a variety of implements using a range of throwing techniques.	Measure and record the distance of their throws.
	Investigate ways to alter their throwing technique to achieve greater distance.	Perform a push throw.	Continue to develop techniques to throw for increased distance	Measure and record the distance of their throws.	Continue to develop techniques to throw for increased distance and support others in improving their personal best.
		Continue to develop techniques to throw for increased distance.		Continue to develop techniques to throw for increased distance.	Develop and refine techniques to throw for accuracy.

Compete/perform

Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Engage in competitive activities and team games.	Compete against self and others	Compete against self and others in a controlled manner.	Take part in a range of competitive games and activities.	Take part in competitive games with a strong understanding of tactics and composition.	Take part in competitive games with a strong understanding of tactics and composition.

Trails

		Orienteer themselves with increased confidence and accuracy around a short trail.	Orienteer themselves with accuracy around a short trail.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course.	Orienteer themselves with confidence and accuracy around an orienteering course when under pressure.
			Create a short trail for others with physical challenge.	Design an orienteering course that can be followed and offers some challenge to others.	Design an orienteering course that is clear to follow and offers challenge to others.
			Start to recognise the features of an orienteering course.	Begin to use navigation equipment to orientate around a trail.	Use navigation equipment (maps, compasses) to improve the trail.

Problem Solving

		Identify and use effective communication to begin to work as a team	Communicate clearly with other people in a team and other teams.	Use clear communication to effectively complete a particular role in a team.	Use clear communication to effectively complete a particular role in a team.
		Identify symbols used on a key	Have experience of a range of roles within a team and identify the key skills required to succeed.	Complete orienteering activities both as part of a team and independently.	Complete orienteering activities both as part of a team and independently.
			Associate the meaning of a key in the context of the environment.	Identify a key on a map and begin to use the information in activities.	Use a range of map styles and make an informed decision on the most effective.

Preparation and organisation

		Begin to choose equipment which is appropriate for an activity.	Try a range of equipment for creating and completing an activity.	Choose the best equipment for an outdoor activity.	Choose the best equipment for an outdoor activity.
			Make an informed decision on the best equipment to use for an activity	Create an outdoor activity that challenges others.	Prepare an orienteering course for others to follow.
				Create a simple plan of an activity for others to follow.	

Outdoor Adventures

				Plan and organise a trail that others can follow	Identify the quickest route to accurately navigate an orienteering course.	Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others
	Communication					
			Communicate with others	Communicate clearly with others Work as part of a team Begin to use a map as part of an orienteering course	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.
	Compete/perform					
		Begin to complete activities in a set period of time Begin to offer an evaluation of personal performances and activities.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities Start to improve trails to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.	
Swimming					Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively for example front crawl, backstroke and breaststroke Perform safe self-rescue in different water-based situations	
Health and fitness (all units)	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Evaluate (all units)	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.