

ATHLETICS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Evaluate my performance through counting or using time</p> <p>I know and can show quicker and slower ways of travelling</p> <p>I am developing fundamental movement skills. E.g. hopping, skipping...</p> <p>I can participate in competitive and cooperative physical activities</p>	<p>I can attempt a variety of throwing techniques in order to improve accuracy</p> <p>I know and understand how the position of my body affects my throwing performance</p> <p>My fundamental movement skills are developing and I am becoming increasingly competent and confident</p> <p>I can access a broad range of activities to extend and improve my agility, balance and coordination</p> <p>I engage in competitive and cooperative physical activities</p> <p>I can perform 1:2, 2:2, 2:1 and 1:1 jumps</p> <p>I know and understand how different jumping techniques affect distance travelled</p>	<p>I can run at fast, medium and slow speeds, changing speed and direction</p> <p>I can run, jump and throw using a variety of techniques</p> <p>I know and understand how altering the movement of any parts of the body during performance affects end results</p> <p>I have learnt how to link different skills to make actions</p> <p>I am developing an understanding of how to improve my performances in different physical activities</p>	<p>I can link running and jumping activities with some fluency, control and consistency</p> <p>I can repeat a short sequence of linked jumps</p> <p>I can take part in a relay activity, remembering when to run and what to do</p> <p>I can throw a variety of objects, improving my accuracy and distance</p> <p>I recognize when my heart rate, temperature and breathing rate have changed</p>	<p>I understand and can demonstrate the difference between sprinting and running for sustained periods</p> <p>I know and can demonstrate a range of throwing techniques</p> <p>I can throw with some accuracy and power into a target area</p> <p>I can perform a range of jumps, showing consistent technique and whilst sometimes using a short run-up</p> <p>I relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up</p> <p>I can compare and contrast performances using appropriate language</p>	<p>I can choose the best pace for a running event, so that I can sustain my running and improve on a personal target</p> <p>I show control at take-off in jumping activities</p> <p>I show accuracy and good technique when throwing for distance</p> <p>I understand how stamina and power help people to perform well in different athletic activities</p> <p>I identify good athletic performance and explain why it is good, using agreed criteria</p>

DANCE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can perform basic body actions and use different parts of the body singly and in combination</p> <p>I try to show some sense of dynamic, expressive and rhythmic qualities in my own dance</p> <p>With help, I choose appropriate movements for different dance ideas</p> <p>I can remember and repeat short dance phrases and simple dances</p> <p>I move with control</p> <p>I can describe basic body actions</p>	<p>I perform body actions with control and coordination</p> <p>With some help, I choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling</p> <p>I can link actions and remember and repeat short dance phrases</p> <p>I can perform short dances, showing some understanding of expressive qualities</p> <p>I can link and perform a series of movements based on imaginary characters</p> <p>Sometimes, I suggest ways to improve my work</p> <p>I know why it is important to be active</p>	<p>I am starting to improvise freely, translating ideas from a stimulus into movement</p> <p>I am starting to create dance phrases that communicate ideas</p> <p>I can share and create dance phrases with a partner or in a small group</p> <p>I repeat, remember and perform these phrases in a dance</p> <p>I am beginning to use dynamic, rhythmic and expressive qualities clearly and with control</p> <p>I understand the importance of warming up and cooling down</p> <p>I can suggest simple improvements to my own and other people's dances</p>	<p>I respond imaginatively to a range of stimuli related to character and narrative</p> <p>I use simple movement patterns to structure dance phrases on my own, with a partner or in a group</p> <p>I refine, repeat and remember dance phrases</p> <p>I perform dances clearly and fluently</p> <p>I show a clear understanding of how to warm up and cool down safely</p> <p>I describe, interpret and evaluate dance using appropriate language</p>	<p>I plan dances creatively and collaboratively in groups</p> <p>I adapt and refine the way I use weight, space and rhythm in my dances to express myself in the style of dance I use</p> <p>I perform different styles of dance clearly and fluently</p> <p>I can organise my own warm-up and cool-down exercises</p> <p>I show an understanding of safe exercising</p> <p>I recognise and comment on dances, showing an understanding of style</p> <p>I suggest ways to improve my own and other people's work</p>	<p>I can work creatively and imaginatively on my own, with a partner or in a group to compose motifs and structure simple dances</p> <p>I perform moves expressively and dance fluently and with control</p> <p>I am able to warm up and cool down independently</p> <p>I understand how dance helps to keep us healthy</p> <p>I use appropriate criteria to evaluate and refine my own and others' work</p> <p>I talk about dance with understanding, using appropriate language and terminology</p>

INVASION GAMES

Year 3	Year 4	Year 5	Year 6
<p>I throw and catch with control to keep possession and score goals / points</p> <p>I pass and dribble with control without opponent</p> <p>I am able to bounce a ball in the direction of a target</p> <p>I know and use rules fairly to keep games going</p> <p>I recognise when a player has moved to help others and apply this knowledge to my own play</p> <p>I try to suggest warm-up activities</p>	<p>I play games with some fluency and accuracy, using a range of throwing and catching techniques</p> <p>I pass and dribble with control under pressure</p> <p>I find ways of attacking successfully when using other skills</p> <p>I use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score</p> <p>I know to move to the correct (or different) position in an attempt to score</p> <p>I know the rules of some games</p> <p>I understand the need to defend as well as attack</p> <p>I understand how strength, stamina and speed can be improved by playing invasion games</p> <p>I watch and describe others' performances, and suggest practices that will help them and others to play better</p> <p>I can lead a partner / small group through a short warm-up routine</p>	<p>I pass, dribble and shoot with control in games</p> <p>I identify and use tactics to help my team keep the ball and take it towards the opposition's goal</p> <p>I identify tactics that present opportunities to score goals</p> <p>I mark opponents in a defence position</p> <p>I am able to attempt to intercept</p> <p>I pick out things that could be improved in performances and suggest ideas and practices to make them better</p> <p>I am beginning to develop my own game (or with a partner / group) and teach the rules of it</p> <p>I know how to make games safe</p> <p>I can participate in small sided games</p> <p>I understand the need for warming up and working on body strength, tone and flexibility</p> <p>I lead, with increased confidence, small groups in warm-up activities</p>	<p>I use different techniques for passing, controlling, dribbling and shooting the ball in games</p> <p>I apply basic principles of team play to keep possession of the ball</p> <p>I use marking, tackling and/or interception to improve defence</p> <p>I play effectively as part of a team</p> <p>I know what position I am playing in and how to contribute when attacking and defending</p> <p>I can suggest ideas that will improve performance</p> <p>I am able to describe an attacking position and a defending position within a game situation</p> <p>I know and understand positions / placings that help attacking and defending positions within a game</p> <p>I recognise my own and others' strengths and weaknesses in games</p> <p>I understand the importance of warming up and cooling down</p>

FUNDAMENTAL SKILLS & GAMES

Year 1

I use basic underarm, rolling and hitting skills

I sometimes use overarm skills e.g. throwing a bean bag

I intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency

I sometimes catch a beanbag and a medium-sized ball

I track balls and other equipment sent to me, moving in line with the ball to collect it

I throw, hit and kick a ball in a variety of ways, depending on the needs of the game

I choose different ways of hitting, throwing, striking or kicking the ball

I decide where to stand to make it difficult for my opponent and to understand the term defend

I can describe what I and others are doing

I can describe how my body feels during games

Year 2

I show awareness of opponents and team-mates when playing games

I perform basic skills of rolling, striking and kicking with more confidence

I apply these skills in a variety of simple games

I am able to throw and catch a ball with a partner / team member

I know and understand the term intercept

I make choices about appropriate targets, space and equipment

I use a variety of simple tactics

I can describe how my body works and feels when playing games

I work with a partner and in a small group to improve my skills

I am able to catch a moving ball

I know and understand the term 'feed'

I am aware of space and use it to support my team-mates and cause problems for the opposition

GYMNASTICS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I show basic control and coordination when travelling and when remaining still</p> <p>I can link 'like' actions</p> <p>I can remember and repeat these 'like' actions accurately and consistently</p> <p>I find and use space safely, with an awareness of others</p> <p>I can identify and copy the basic actions of gymnasts</p> <p>I use words such as rolling, travelling, balancing, climbing</p> <p>I can make my body tense, relaxed, stretched and curled</p>	<p>I can repeat simple sequences of actions and show contrasts in shape</p> <p>I can perform a sequence that shows clear change of speed</p> <p>I perform the basic gymnastic actions with some coordination and control</p> <p>I recognise and describe how I feel after exercise</p> <p>I can describe what I and others have done</p> <p>I can say why I think some gymnastic actions are being performed well</p> <p>I am able to perform a short, simple sequence that flows</p>	<p>I begin to use my own ideas for movements in response to a task</p> <p>I can plan a sequence of contrasting actions</p> <p>With some help, I can adapt sequences to suit different types of apparatus</p> <p>I am able to perform a sequence in time with a partner</p> <p>I can teach a simple sequence to a partner</p> <p>I can explain how strength and suppleness affect performance</p> <p>I compare and contrast gymnastic sequences, commenting on similarities and differences</p> <p>With help, I recognise how performances could be improved</p> <p>I can suggest warm-up activities</p>	<p>I perform actions, balances, body shapes and agilities with control</p> <p>I can plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement</p> <p>I can adapt my own movements to include a partner in a sequence</p> <p>I am aware of criteria that can improve a sequence <i>e.g. changing a level</i></p> <p>I can suggest possible improvements to others' performances and sometimes my own</p> <p>I am able to perform a short sequence in time with a partner</p> <p>I can devise a sequence of movements that move people together and apart</p> <p>I can lead a partner through a short warm-up routines</p>	<p>I can create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed</p> <p>I adapt my performance to the demands of a task (equipment / moves / criteria)</p> <p>I use basic set criteria to make simple judgements about performances and suggest ways they could be improved</p> <p>I am able to link and perform multiple sequential elements <i>e.g. up to 8</i></p> <p>I understand the need for warming up and working on body strength, tone and flexibility</p> <p>I can lead small groups in warm-up activities</p>	<p>I can make up longer, more complex sequences, including changes of direction, level and speed</p> <p>I can combine and perform gymnastic actions, shapes and balances</p> <p>I show clarity, fluency, accuracy and consistency in my movements</p> <p>I show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p> <p>I am able to link movements at 3 different levels</p> <p>I am able to link and perform multiple sequential elements <i>e.g. up to 10</i></p> <p>I am able to adapt an individual sequence to become a group sequence</p> <p>I understand the importance of warming up and cooling down and can lead a class in a warm up</p>

NET and WALL

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I am able to send an object using hand or bat</p> <p>I moves towards a moving ball to return with hand or bat</p> <p>I try to score points against opposition over a line/net</p> <p>I chase, stop and control balls and other objects such as beanbags and hoops</p> <p>I can identify space to send a ball</p> <p>I am able to demonstrate basic sending skills in isolation</p>	<p>I demonstrate basic sending skills in isolation and small games</p> <p>I can track the path of ball over a line/net and move towards it</p> <p>I can hit a ball using both hand and racquet with some consistency</p> <p>I can return a ball coming towards me using hand or racquet</p> <p>I play in a modified game to send and return a ball over a line/barrier</p> <p>I decide on and play with my dominant hand</p> <p>I am able to send a ball in small games with increased confidence</p> <p>I am able to demonstrate sending skills in isolation and basic games</p>	<p>I attempt to serve to begin a game. E.g. underarm</p> <p>I play a continuous game using: throwing and catching or some simple hitting</p> <p>I can keep count/score of a game</p> <p>I can play within boundaries</p> <p>I use a small range of basic racquet skills</p> <p>I move towards a ball to return over a line/net</p>	<p>Becomes aware of forehand and backhand</p> <p>Works with a partner / small groups to return a served ball</p> <p>Plays competitively with others and against others in modified games;</p> <p>Uses basic defensive tactics to defend the court i.e. moving to different positions</p> <p>Chooses ways to send the ball to make it difficult for opponent to return</p> <p>Suggests and lead warm ups that prepare the body appropriately for net/wall activities</p> <p>Enjoys communicating, collaborating and competing with others</p> <p>Leads a partner through short warm-up routines</p>	<p>Plays a range of basic shots on both sides of the body and moves feet to hit ball</p> <p>Plays modified games sending and returning a ball</p> <p>Plays with others with some flow to the game, keeping track of their own scores</p> <p>Recognises where they should stand on the court when playing on their own and with others</p> <p>Applies some control when returning the ball including foot placement, shot selection and aim</p> <p>Understands the need for warming up and working on body strength, tone and flexibility</p> <p>Lead small groups in warm-up activities</p>	<p>Uses forehand, backhand and overhead shots with more confidence in games</p> <p>Makes appropriate choices in games about the best shot to use</p> <p>Starts games with the appropriate serve</p> <p>Begins to use full scoring systems</p> <p>Develops doubles play (team play for volleyball)</p> <p>Applies tactics in games effectively</p> <p>Understand the importance of warming up and cooling down</p>

STRIKING and FIELDING

Year	Year 4	Year 5	Year 6
<p>Uses a range of skills, <i>e.g. throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy</p> <p>Continues to develop fundamental movement skills and becomes increasingly competent and confident</p> <p>Able to pass and catch within pairs</p> <p>Knows and understand rules of the game being played</p> <p>Explains what they need to do to get ready to play games</p> <p>Suggests what needs practising</p> <p>Knows and understands how hitting the ball further increases the chances of running further distances</p> <p>Suggests warm-up activities</p>	<p>Uses a range of skills, <i>e.g. throwing, striking, intercepting and stopping a ball</i>, with improved control and accuracy</p> <p>Chooses and varies skills to suit the situation in a game</p> <p>Is becoming aware of tactics in game play</p> <p>Able to pass and catch within a small team</p> <p>Knows rules and use them fairly to keep games going</p> <p>Can carry out warm ups with care and an awareness of what is happening to their bodies</p> <p>Describes what they and others do that is successful</p> <p>Is able to bat and run to distance bases</p> <p>Can lead a partner through a short warm-up routine</p>	<p>Strikes a bowled ball with some accuracy</p> <p>Uses a range of fielding skills, <i>e.g. catching, throwing, bowling, intercepting</i>, with growing control and consistency</p> <p>Works collaboratively in pairs, group activities and small-sided games</p> <p>Uses and apply the basic rules consistently and fairly</p> <p>Identifies their own strengths and suggest practices to help them improve</p> <p>Knows and understand how to score points</p> <p>Develops an understanding of how to improve, and learn to evaluate and recognise their own success</p> <p>Is able to score points by hitting a ball and running safely to the target</p> <p>Knows that it is advantageous to attempt to strike a batter 'out'</p> <p>Understands the need for warming up and working on body strength, tone and flexibility</p> <p>Leads a small group in warm-up activities</p>	<p>Strikes a bowled ball with precision</p> <p>Uses a range of fielding skills, <i>e.g. catching, throwing, bowling, intercepting</i>, with growing control and consistency</p> <p>Continues to work collaboratively in pairs, group activities and small-sided games</p> <p>Continues to use and apply the basic rules consistently and fairly</p> <p>Understands and implements a range of tactics in games with some success</p> <p>Delivers a specific warm up to a small group of peers</p> <p>Identifies their own and others strengths and suggests practices to help them improve</p> <p>Understands the importance of warming up and cooling down</p>

Outdoor Adventurous Activities

Year 4	Year 5	Year 6
<p>Identifies where they are by using simple plans and diagrams of familiar environments</p> <p>Uses simple plans and diagrams to follow a short trail and go from one place to another</p> <p>Begins to work and behave safely</p> <p>Works increasingly cooperatively with others, discussing how to follow trails and solve problems</p> <p>Recognises that different tasks makes their body work in different ways</p> <p>Comments / reviews on how they went about tackling tasks</p> <p>Becomes able to devise different methods of communication</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course</p> <p>Starts to plan sensible responses to physical challenges or problems, talking and working with others in their group</p> <p>Recognises some of the physical demands that activities make on them</p> <p>Identifies parts of the work that were successful</p> <p>Responds to feedback on how to go about their work differently</p> <p>Works on some tasks independently</p> <p>Completes activities with increasing confidence</p>	<p>Chooses and performs skills and strategies effectively</p> <p>Find solutions to problems and challenges</p> <p>Responds when the task or environment changes and the challenge increases</p> <p>Plans, implements and refines the strategies they use</p> <p>Adapts any strategies as necessary</p> <p>Works increasingly well in a group or in a team where roles and responsibilities are understood</p> <p>Prepares physically and organisationally for challenges they are set, taking into account the group's safety</p> <p>Identifies what they do well, as individuals and as a group</p> <p>Suggests ways to improve individuals and as a group</p> <p>Works independently</p> <p>Complete activities with confidence and competence</p>