

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Athletics</b>	<p>Can run at fast, medium and slow speeds, changing speed and direction.</p> <p>Can link running and jumping activities with some fluency, control and consistency. Can make up and repeat a short sequence of linked jumps.</p> <p>Can take part in a relay activity, remembering when to run and what to do.</p> <p>Can throw a variety of objects, changing their action for accuracy and distance.</p> <p>Can recognise when their heart rate, temperature and breathing have changed.</p>	<p>Can run at fast, medium and slow speeds, changing speed and direction.</p> <p>Can link running and jumping activities with some fluency, control and consistency. Can make up and repeat a short sequence of linked jumps.</p> <p>Can take part in a relay activity, remembering when to run and what to do.</p> <p>Can throw a variety of objects, changing their action for accuracy and distance.</p> <p>Can recognise when their heart rate, temperature and breathing have changed.</p>	<p>Can demonstrate the difference between sprinting and running for a sustained period of time.</p> <p>Can demonstrate a range of throwing techniques and can throw for accuracy to a target and for distance.</p> <p>Can perform jumps showing consistent techniques and can comment on improving skills with appropriate language.</p> <p>Can relate different activities to heart rates/temperature.</p>	<p>Can demonstrate the difference between sprinting and running for a sustained period of time.</p> <p>Can demonstrate a range of throwing techniques and can throw for accuracy to a target and for distance.</p> <p>Can perform jumps showing consistent techniques and can comment on improving skills with appropriate language.</p> <p>Can relate different activities to heart rates/temperature.</p>	<p>Can choose the best pace for a running event, to sustain running and improve.</p> <p>Can show control at take off when jumping.</p> <p>Can show accuracy and good technique when throwing for distance.</p> <p>Can understand how power and stamina help people to perform well in athletics activities.</p> <p>Can identify good athletic practises. Can help to lead/organise an athletics event.</p>	<p>Can choose the best pace for a running event, to sustain running and improve.</p> <p>Can show control at take off when jumping.</p> <p>Can show accuracy and good technique when throwing for distance.</p> <p>Can understand how power and stamina help people to perform well in athletics activities.</p> <p>Can identify good athletic practises. Can help to lead/organise an athletics event.</p>
<b>Dance</b>	<p>Can move different body parts, showing a sense of rhythm, dynamics and expression.</p> <p>Can choose appropriate body actions, remember and repeat simple dance phrases, with control.</p> <p>Can use space appropriately.</p>	<p>Can perform body actions with control and coordination, choosing movements with different dynamics to express a mood, feeling or idea.</p> <p>Can link actions, remember and repeat and perform a short</p>	<p>Can improvise and translate ideas from a stimulus into movement.</p> <p>Can create dance phrases to communicate ideas, on their own, with a partner or small group.</p> <p>Can repeat, remember and perform dance phrases using</p>	<p>Can respond imaginatively to a range of stimuli to relate mood, character or narrative.</p> <p>Can use movement patterns to structure dance phrases on their own, with partner or group.</p> <p>Can perform clearly and fluently and is</p>	<p>Can compose and plan creative dances in groups, adapt and refine ways to use weight, space and rhythm to express themselves.</p> <p>Can perform different styles of dance, clearly and fluently.</p> <p>Can suggest ways to improve their own and other people's work.</p>	<p>Can work creatively and imaginatively on their own, with a partner or group to compose structured, simple dances.</p> <p>Can perform expressively and sensitively with fluency and control.</p> <p>Can talk about dance with understanding, using appropriate terminology and vocabulary.</p>

		dance with expressive qualities.	dynamic, rhythmic and expressive qualities. Can suggest improvements to theirs and other dances.	sensitive to the idea of the dance. Can describe and evaluate dance using appropriate language.		
<b>Games</b>	<p>Can perform underarm (sometimes overarm) and hitting skills. Can intercept and retrieve a beanbag (or ball) with consistency.</p> <p>Can sometimes catch a beanbag/medium sized ball. Can track balls and move to collect.</p> <p>Can choose ways to hit, throw, strike or kick an object, describing what their body is doing.</p> <p>Can describe how their body feels during exercise.</p>	<p>Can show an awareness of opponents and team mates. <i>Can be thoughtful in simple competitive games, anticipating the action and reacting quickly.</i></p> <p>Can perform basic rolling, striking and kicking skills with increasing confidence and apply in simple games.</p> <p>Can make choices about space, equipment and simple tactics and works well with partner, small group to improve own skills.</p> <p>Can describe how body feels playing different games.</p>	<p>Can use a range of skills (throwing, hitting, and stopping a ball) with some control and accuracy. <i>C</i></p> <p>Can choose and carry out tactics in a game situation.</p> <p>Can set up small games, understands rules and can describe what to do with body to be successful.</p> <p>Can carry out warm ups and has an awareness of what happens to their body.</p>	<p>Can use a range of skills (throwing, hitting, intercepting and stopping a ball) with some control and accuracy.</p> <p>Can choose and carry out tactics in a game situation.</p> <p>Can set up small games, understands rules and can describe what to do with body to be successful.</p> <p>Can suggest what to do to get ready to play and what skills need practising. Can carry out warm ups and has an awareness of what happens to their body.</p>	<p>Can strike a bowled ball, use a range of fielding skills (catching throwing, intercepting, bowling) with increasing control.</p> <p>Can work collaboratively, understanding and applying tactics and rules.</p> <p>Can suggest ways to improve own skills and recognises the need to warm up/practise certain skills.</p>	<p>Can strike a bowled ball, use a range of fielding skills (catching throwing, intercepting, bowling) with increasing control.</p> <p>Can work collaboratively, understanding and applying tactics and rules.</p> <p>Can suggest ways to improve own skills and recognises the need to warm up/practise certain skills.</p>
<b>Gymnastics</b>	<p>Can show basic control and coordination when travelling and staying still.</p> <p>Can choose, link, remember and repeat actions.</p> <p>Can find and use space safely, with awareness of others.</p>	<p>Can plan and repeat simple sequences, showing contrasting shapes, performing with coordination, control and variety.</p>	<p>Can choose and plan movements for a sequence to suit the floor/apparatus with a partner.</p> <p>Can say how strength and suppleness affect performance and start to identify</p>	<p>Can use a range of skills (throwing, hitting, intercepting and stopping a ball) with some control and accuracy.</p> <p>Can choose and carry out tactics in a game situation.</p>	<p>Can create, practise and refine more complex sequences including change of dynamics</p> <p>Can choose actions and balances and adapt performance to the task.</p>	<p>Can create longer, more complex sequences in groups, changing dynamics, combining a range of actions and balances and show fluency and accuracy with their movements.</p> <p>Can explain importance of warm ups/down.</p>

	<p>Can identify and copy basic gymnastic actions (roll, travel, balance, climb). Can make their body tense, relax, stretch and curl.</p>	<p>Can recognise how they feel after exercise, describe how their body feels during actions, describe successes of their actions and others actions.</p>	<p>some muscle groups they are using. Can compare, commentate and discuss how performances can be improved.</p>	<p>Can set up small games, understands rules and can describe what to do with body to be successful. Can suggest what to do to get ready to play and what skills need practising. Can carry out warm ups and has an awareness of what happens to their body.</p>	<p>Can lead activities/understand why strength, tone and flexibility are important in gymnastics. Can set criteria to judge performances.</p>	<p>Can explain factors that influence the quality of a performance.</p>
<b>OAA</b>			<p>Identify where they are and follow a short trail using simple plans and diagrams. Use maps and diagrams to navigate a simple course. Respond appropriately to a challenge or problem they are set. Work increasingly cooperatively with others, discussing how to follow trails and solve problems. Recognise that different tasks make the body work in different ways and begin to identify some of these. Begin to comment on how they went about tackling a task. Identify parts of a task that were successful.</p>	<p>Identify where they are and follow a short trail using simple plans and diagrams. Use maps and diagrams to navigate a simple course. Respond appropriately to a challenge or problem they are set. Work increasingly cooperatively with others, discussing how to follow trails and solve problems. Recognise that different tasks make the body work in different ways and begin to identify some of these. Begin to comment on how they went about tackling a task. Identify parts of a task that were successful.</p>	<p>Can create, practise and refine more complex sequences including change of dynamics. Can choose actions and balances and adapt performance to the task. Can lead activities/understand why strength, tone and flexibility are important in gymnastics. Can set criteria to judge performances.</p>	<p>Use more detailed plans and diagrams to take them to familiar and less familiar areas. Solve problems using a range of skills and strategies effectively. Transfer ideas learnt from one problem to solve a different problem. Plan, implement and refine the strategies they use and adapt them as necessary. Respond to problems in a well thought out, planned way. Work increasingly well in a group or a team where roles and responsibilities are understood. Identify what they can do well, as individuals and a group, and suggest ways to improve. Recognise that different tasks make the body work in different ways and identify them.</p>

<b>Swimming</b>			<p>Swim competently, confidently and proficiently over a distance of at least 25m          Use a range of strokes effectively (E.g. front crawl, back stroke and breaststroke).          Perform safe self-rescue in different water-based situations.</p>
<b>Knowledge and understanding of health and wellbeing.</b>	<p>Understand and explain which activities are good for our health.</p> <p>Understand and explain the importance of good health, physical exercise and healthy food.</p>	<p>Understand the importance of being active and healthy.</p> <p>Understand how a positive attitude/mind-set can improve performance.</p> <p>Demonstrate and explain the effects exercise has on the body.</p>	<p>Understand and explain why physical activity is good for health and wellbeing.</p> <p>Understand and explain how to develop and maintain a positive attitude/mind-set to improve performance.</p> <p>Demonstrate and explain how to keep mentally and physically healthy.</p>