

PE						
Games and athletics						
EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
	Begin to describe how their bod feels before, during and after an activity.	Describe how their body feels before, during and after an activity. Explain what their body needs to be healthy.	Explain why it's important to warm up and cool down.	Explain why it's important to warm up and cool down. Explain why keeping fit is good for their health.	Explain important safety principles for beginning to exercise and the effect exercise has on our body.	Explain how their body reacts to different kinds of exercise and why we need regular exercise. Choose appropriate warm ups and cool downs.
Be able to run with control over stopping and starting.	Be able to run with confidence and be able to change direction, moving and stopping safely.	Be able to run with confidence understanding the difference between sprinting and jogging	Show an ability to alter speed smoothly when running. Fast, medium and slow speeds.	Run showing coordination between arm and leg movements. Run and sprinting.	Maintain a good running technique whilst in a competitive situation.	Modify running technique in response to changing circumstances. E.g. change in ball direction
Jump and land safely.	Jump and land safely with control.	Complete a series of jumps showing control at take-off and landing.	Demonstrate different jumps and sequences of jumps with a consistent technique. Repeat a short sequence of linked jumps.	Adapt and improve a range of jumps.	Maintain a good jumping technique whilst in a competitive situation, combining running and jumping.	Modify jumping technique in response to changing circumstances.
Be able to throw an object to a partner.	Throw underarm with some coordination and accuracy at different targets and roll a ball /hoop underarm	Throw with increasing coordination and accuracy at different targets.	Throw a variety of objects using different actions to help accuracy and distance.	Throw with more control, accuracy and efficiency in a game situation and keep possession of the ball when needed.	Throw a ball accurately whilst moving. Pass in different ways.	Modify throwing technique in response to changing circumstances.
Attempt to hit a ball with a bat	Can kick a ball and hit a ball with a bat.	Use hitting, kicking and/or rolling in a game.	Begin to hit a ball with more accuracy.	Hit a ball accurately and with control.	Use forehand and back hand with a racquet. Use a number of techniques to pass, dribble and shoot a football.	Use forehand and back hand with a racquet. Use and modify a number of techniques to pass, dribble and shoot a football.
Attempt to catch an object using 2 hands.	Catch an object successfully using 2 hands	Catch a range of different sized objects.	Catch a variety of objects more confidently.	Catch a ball in a game situation choosing an appropriate method to catch the ball.	Catch a ball accurately whilst moving.	Modify catching technique in response to changing circumstances.
Find space away from others.	Recognise space and keep space within a	Demonstrate some methods of attacking	Develop ways of attacking and defending	Choose the best tactics to defend and attack.	Choose best tactics for attacking and defending.	Lead others in a game situation.

	game	and defending.	as a team.	Vary tactics and adapt skills according to what is happening during a game		Modify tactics where needed.
		Decide the best place to stay in a game and use tactics.	Be aware of space and use it to support team-mates.	Move to find a space when not in possession during a game.	Gain possession by working as a team.	Make a team plan and communicate it to others.
	Begin to follow rules with support.	Follow rules of a game with support.	Know and use rules fairly.	Know and use rules fairly	Follow specific rules.	Explain complicated rules to others.
				Make up their own small-sided game.		
	Watch, copy and describe what others have done Repeat actions and skills.	Repeat and explore actions with a growing control and coordination.	Move and use actions with coordination and control.	Select and use the most appropriate skills, actions and ideas.	Show good control in their movements.	Show precision, control and fluency.

#### Gymnastics

EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
	Begin to describe how their body feels before, during and after an activity	Describe how their body feels before, during and after an activity. Explain what their body needs to be healthy.	Explain why it's important to warm up and cool down. Identify some muscle groups used in gymnastic activities.	Explain why it's important to warm up and cool down. Explain why keeping fit is good for their health.	Explain important safety principles for beginning to exercise and the effect exercise has on our body.	Explain how their body reacts to different kinds of exercise and why we need regular exercise. Choose appropriate warm ups and cool downs.
Be able to move around in their own space	Begin to control their body when doing a simple balance or travel.	Control their movements.	Show awareness of their whole bodies and how hands and feet are used in gymnastics	Be able to select actions which link together accurately with a clear linking movement	Use movements which are accurate clear and consistent.	Choose and apply gymnastic actions and linking movements showing whole body control and planning
Be able to move around in their own space	Begin to travel, roll and balance in different ways.	Begin to link 3 gymnastic actions and balances to create a short sequence on their own and with a partner.	Use a greater number of their own ideas for movement in a task.	Work with a partner to create, repeat and improve a sequence with at least 3 phases	Make complex and extended sequences combining action, balance and shape.	Combine their own work with that of others.

Begin to stretch their arms.	Begin to stretch and curl in different ways.	Use contrast in their sequences.	Adapt sequences to suite different types of apparatus.	Create sequences that begin to add changes of speed, direction and shapes.	Create a gymnastic routine which meets a specific theme and perform to an audience.	Link their sequences to timings.
Watch others and say what they have done	Watch, copy and describe what others have done Repeat actions and skills.	Repeat and explore actions with a growing control and coordination. Improve their sequence using feedback from others	Move and use actions with coordination and control. Describe how their performance has improved	Move and use actions with coordination and control. Explain how their work is similar/ different to others and use this to improve their own work.	Show good control in their movements. Explain how a theme is clear and how improvements could be made	Show precision, control and fluency. Analyse and explain why they have used specific techniques.

**Dance**

EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
Move confidently and safely in their own space	Begin to move confidently and safely in their own space responding to music	Explore remember and repeat a range of chosen dance actions with control and coordination.	Improvise freely using a stimulus to inspire dance moves.	Explore and create characters and narratives in response to a stimulus, using dance to communicate an idea.	Perform expressively and sensitively to an accompaniment.	Choose their own music, style and dance.
Join in with some simple dance moves.	Begin to copy and perform some simple dance moves.	Begin to change level, speed, rhythm and direction.	Share and create phrases with a partner or small group.	Begin to take the lead when working with a partner or small group..	Compose their own dances in a creative and imaginative way.	Develop imaginative dances in a given style.
Join in with some simple dance moves	Begin to make up a short dance.	Make a sequence by linking sections together. Link movement to show a mood/ feeling	Repeat, remember and perform simple phrases in a dance.	Work on their movements and refine them. Make their dance clear and fluent.	Dance with clarity, fluency, accuracy and consistency.	Combine dance movements from a range of styles fluently and cohesively
	With support begin to perform dances including those from different times and cultures.	To begin to perform dances including those from different times and cultures.	Begin to perform dances using a small range of movement patterns including those from different times, place and	Begin to perform dances using a small range of movement patterns including those from different times, place and	Perform dances using a range of movement patterns including those from different times, place and cultures.	Confidently perform dances using a range of movement patterns including those from different times, place and cultures.

			cultures.	cultures.		
<b>Swimming</b>						
<b>Year 3 Developing</b>	<b>Year 3 Expected</b>	<b>Year 4 Expected</b>	<b>Year 5 Expected</b>	<b>Year 6 Expected</b>		
Enter and exit the water carefully, using steps.	Enter the water carefully, as taught from the side.	Enter and exit the water carefully, as taught from the side.	Enter the water safely by jumping in and exit from the side.	Enter the water safely by diving.		
Begin to swim up to 25.	Begin to swim short distances with no support.	Swim short distances with no support Approx. 25-50m	Begin to swim 50 - 100m	Swim further than 100 m		
Begin to use a variety of arm and leg actions when on their front and on their back.	Use different arm and leg movements to propel through the water.	Begin to use 3 different strokes, swimming on their fronts and backs.	Use a range of strokes effectively.	Use all 3 swim strokes with confidence and control and perform a safe self rescue.		
Start to swim on the surface of the water and lower themselves under.	Swim on the surface of the water and lower themselves under.	Swim confidently and fluently on the surface and under water.	Swim confidently and fluently on the surface and under water.	Breathe so that the pattern of their swimming is not interrupted.		
Recognise how their body feels when swimming	Recognise how their body feels when swimming	Recognise how swimming affects their body.	Recognise how swimming affects their body.	Pace their efforts to meet a challenge.		
<b>Outdoor/ Adventurous</b>						
<b>Year 3 Developing</b>	<b>Year 3 Expected</b>	<b>Year 4 Expected</b>	<b>Year 5 Expected</b>	<b>Year 6 Expected</b>		
With support follow a map in a familiar context using clues.	Follow a map in a familiar context using clues.	Follow a harder map in a familiar context using clues.	Follow a map in an unknown location using clues and compass directions.	Plan a route and a series of clues for others to follow.		
With support follow a route.	Follow a route safely.	Follow the route accurately, safely and within a time limit.	Change their route if they encounter a problem.	Plan a route taking into account safety.		