

Nursery

Health and Fitness

Begin to say when their body is cool, warm and hot.
Begin to understand why these changes happen.
Begin to recognise what physical activity does to their heart rate.

Gymnastics

Make body tense, relaxed, curled and stretched.
Balance on small/large body parts & understand stillness
Make large and small body shapes.
Climb apparatus & perform basic travelling actions on various body parts.
Jump off an object and lands appropriately.
Travel with confidence and skill around, under, over and through balancing and climbing equipment.

Dance

Begin to move rhythmically
Use movement to express feelings
Create movement in response to music

Invasion Games

Roll ball around seated body 1 hand/ roll ball up and down body 2 hands.
Show increasing control over an object in pushing, patting, rolling, throwing, catching or kicking it.
Catch a balloon, bean bag & large ball Aim and throw an object underarm.
Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
Play a passing and target game alone & with a partner.

Striking and Fielding Games

Aim & throw object underarm
Catch balloon/bean bag/scarf & sometimes a bouncing ball
Use hand to strike a bean bag or ball and move towards a scoring area.
Begin to use a bat to hit a ball or bean bag

Evaluating and Comparing Performances

I can describe and comment on my own and others' actions.

Reception

Health and Fitness

Begin to say when their body is cool, warm and hot.

Begin to understand why these changes happen.
Begin to recognise what physical activity does to their heart rate.

Gymnastics

Make body tense, relaxed, curled and stretched.
Balance on small/large body parts & understand stillness
Make large and small body shapes.
Climb apparatus & perform basic travelling actions on various body parts.
Jump off an object and lands appropriately.
Travel with confidence and skill around, under, over and through balancing and climbing equipment.

Dance

Capture experiences and responses with dance.
Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences

Invasion Games

Roll a ball up and down body standing 1 hand.
Roll and catch a ball independently.
Roll and pass a ball to a partner.
Throw underarm and bounce a ball to self and to a partner.
Throw underarm and bounce into a target e.g. into a hoop. Throw, roll or kick a ball through 'gates'.
Kick & stop a ball using confident foot, can this be done with a partner.
Describe different ways of throwing.
Begin to follow some rules to different games.
Practise different skills associated with simple games (e.g. coordinating throwing and catching).
Work cooperatively in teams.
Apply a simple tactic in a 1v1, 2v2 game. Engage in simple competitive and cooperative activities

Striking and Fielding Games

Aim & throw object underarm
Catch balloon/bean bag/scarf & sometimes a bouncing ball
Use hand to strike a bean bag or ball and move towards a scoring area.
Begin to use a bat to hit a ball or bean bag

Evaluating and Comparing Performances

I can describe and comment on my own and others' actions.

Health and Fitness

Say when their body is cool, warm and hot during activities.
Understand why these changes happen during physical activity.
Recognise what physical activity does to their heart rate.

Gymnastics

Make the body tense, relaxed, curled and stretched, showing some tension.
Hold a variety of shapes such as straight shapes standing/lying on backs, fronts, sides.
Balance on one leg, balance on a small base or a seated balance.
Explore the 5 basic shapes:
straight/tucked/star/ straddle/pike.
Perform different rolls.
Choose ways to travel between
balances, shapes and rolls.
Travel over, under and across apparatus.
Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot).
Perform combinations of the above & link 2-3 actions
Show control at take-off and landing.
Describe different ways of jumping.

Dance

Copy and explore basic movements and body patterns.
Remember & repeat simple movements and dance steps, Link movements to sounds and music, combining 2 or 3 actions.
Respond to a range of stimuli.
Begin to change rhythm, speed, level and direction.
Choose appropriate movements for different dance ideas.

Invasion Games

Take a ball around leg, alternate legs and back.
Perform a range of throwing actions e.g. rolling, underarm, overarm.
Describe different ways of throwing.
Practise different skills associated with simple games (e.g. coordinating throwing and catching).
Perform some dribbling skills with hands and feet using space.
Pass a ball accurately (hands & feet) over longer distances to a team mate.
Combine stopping, pick up/collect & send a ball accurately to other players.
Make simple decisions about when /where to move in game to receive a ball.
Work cooperatively in teams.
Apply simple tactics when playing 1v1, 2v2, 2v1 & 3v1 games.
Engage in simple competitive and cooperative activities.

Striking and Fielding Games

Show some different ways of hitting, throwing and striking a ball
Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)
Play as a fielder and get the ball back to a STOP ZONE
Begin to follow some simple rules (carrying the bat, not over taking someone)

Evaluating and Comparing Performances

Comment on own and others performance.
Give comments on how to improve performance.
Use appropriate vocabulary when giving feedback.

Y2

Health and Fitness

Recognise changes to the body during exercise & describe.
Begin to understand why it is important to warm up and cool down.
Begin to explain what physical activity does to their heart rate.

Gymnastics

Make body tense, relaxed, curled and stretched, in a range of movements.
Explore and create different pathways and patterns.
Use equipment in a variety of ways to create a sequence.
Link 3-4 movements together to create a sequence including changes in speed and direction.
Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)
Explore shape in the air when jumping and landing with control (e.g. star shape).

Dance

Develop control of movement using: Actions (WHAT) – travel stretch, twist, turn, jump.
Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of other
Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions
Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance Dance with control and coordination.

Invasion Games

Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy).
Apply basic principles of attacking and defending.
Throw and catch with control to keep possession and score 'goals'.
Be aware of space and use it to support team-mates and cause problems for the opposition.
Know and use rules fairly to keep games going.

Keep possession with some success when using equipment that is not used for throwing and catching skills.

Say when a player has moved to help others; apply this knowledge to their own play.

Develop simple attacking skills in a 3v1 invasion game.

Apply skills and tactics in a range of invasion games.

Striking and Fielding Games

Send a ball off a tee using a bat or a racket

Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops

Stop moving when the 'bowler' has the ball

Play as a fielder and pass the ball back to the bowler to make the runner stop

Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

Evaluating and Comparing Performances

Comment on own and others performance.

Give comments on how to improve performance.

Comment on a skill or combination of skills and say how it could be improved.

Use appropriate vocabulary when giving feedback.

Y3

Health and Fitness

Explain why it is important to warm up and cool down.

Begin to make the link between heart rates, breathing rates and temperature changes.

Begin to notice periods of fast movement i.e. sprinting and quick movements in activities and compare to when not moving.

Gymnastics

Use a greater number of their own ideas for movements in response to a task.

Adapt sequences to suit different types of apparatus and their partner's ability.

Create and perform a sequence of 4-6 actions smoothly.

Explain how strength and suppleness affect performance.

Identify some muscle groups used in gymnastic activities.

Suggest warm-up activities.

Compare and contrast gymnastic sequences, commenting on similarities and differences.

Dance

Begin to improvise independently to create a simple dance.

Begin to improvise with a partner to create a simple dance.

Translate ideas from stimuli into movement with support.
Begin to compare and adapt movements and motifs to create a larger sequence.
Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness
Space (WHERE); formation, direction and levels
Relationships (WHO); whole group/duo/solo, unison/ canon
Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development
and repetition Uses simple dance vocabulary to compare and improve work.

Invasion Games

Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)
Play games with some fluency and accuracy, using a range of throwing and catching techniques.
Find ways of attacking successfully when using other skills.
Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.
Know the rules of the games; understand that they need to defend as well as attack.
Understand how strength, stamina and speed can be improved by playing invasion games.
Develop attacking skills in a 4v2 invasion game.
Apply skills and tactics in a range of invasion games.

Striking and Fielding Games

Throw and catch under pressure.
Use fielding skills to stop the ball effectively.
Learn batting control.
Learn the role of backstop.
Play in a tournament and work as a team, using tactics in order to beat another team.

Evaluating and Comparing Performances

Y4

Health and Fitness

Lead a partner through short warm up routines.
Know how to maintain their heart rate during activities.
Recognise what activities do to heart rates.
Understand what to do to improve their stamina.

Gymnastics

Create,practise and refine longer, more complex sequences including 6 actions for a performance, including changes in level, direction and speed. Also include some matching and mirroring and somecontrasting actions.
Choose actions, body shapes and balances from a wider range of themes and ideas.
Perform at least 3 different rolls (shoulder, forward, back) with some control.
Link a roll with travel and balance using floor and apparatus with good body control.
Adapt their performance to the demands of a task, using their knowledge.

Understand the need for warming up and working on body strength, tone and flexibility.

Lead small groups in warm-up activities.

Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.

Dance

Create dance phrases/dances to communicate an idea

Develop movement using;

Actions (WHAT); travel, turn, gesture, jump, stillness

Space (WHERE); formation, direction and levels

Relationships (WHO); whole group/duo/solo, unison/ canon

Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition.

Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end. Link phrases to music

Confidently improvises with a partner or on their own.

Begin to create longer dance sequences in a larger group.

Demonstrate precision and some control in response to stimuli.

Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work

Invasion Games

Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)

Play games with some fluency and accuracy, using a range of throwing and catching techniques.

Find ways of attacking successfully when using other skills.

Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.

Know the rules of the games; understand that they need to defend as well as attack.

Understand how strength, stamina and speed can be improved by playing invasion games.

Develop attacking skills in a 4v2 invasion game.

Apply skills and tactics in a range of invasion games.

Striking and Fielding Games

To develop the range of cricket skills they can apply in a competitive context

To choose and use a range of simple tactics in isolation and in a game context

To consolidate existing skills and apply with consistency.

Evaluating and Comparing Performances

Health and Fitness

Lead a small group through short warm-up routines.

Understand why heart rates, breathing rates and temperature changes occur.

Recognise changes to the body when exercising including heart rate and body temperature.

Understand what to do to improve their stamina, naming some suitable activities.

Gymnastics

Create, practise and refine longer, more complex sequences including 6-8 actions for a performance, including mirroring, matching, cannon & synchronisation. Also include changes in level, direction and speed.

Choose actions, body shapes and balances from a wider range of ideas.

Adapt their performance to the demands of a task, using their previous knowledge.

Practise and refine their own work.

Show clear individual movements.

Understand the need for warming up and working on body strength, tone and flexibility.

Lead small groups in warm-up activities.

Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.

Dance

Create longer, challenging dance phrases/dances

Select appropriate movement material to express ideas/thoughts/feelings

Demonstrate strong movements throughout a dance sequence.

Combine flexibility, techniques and movements to create a fluent sequence.

Move appropriately and with the required style.

Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness

Space (WHERE); formation, direction, level, pathways

Relationships (WHO); solo/duo/trio, unison/canon/ contrast

Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)

Choreographic devices; motif, motif development, repetition.

Link phrases to music.

Show an awareness of different dance styles, traditions and aspects of a variety of dances.

Understand and use dance vocabulary.

Invasion Games

Use the skills e.g. of throwing and catching to gain points in competitive games (fielding).

Pass, dribble and shoot with control in games.

Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.

Mark opponents and help each other in defence.

Know and carry out warm-up activities that use exercises helpful for invasion games.
Begin to apply rules of fair play to competitive games.
Collaborate as a team and develop attacking & defending skills through modified versions of 5V3 or 5V4 invasion games.
Apply skills and tactics in a range of invasion games.

Striking and Fielding Games

To link together a range of skills and use in combination.
To collaborate as a team to choose, use and adapt rules in games
To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.

Evaluating and Comparing Performances

Y6

Health and Fitness

Lead a larger group through short warm-up routines.
Understand and explain why heart rates, breathing rates and temperature changes occur.
Recognise and explain changes to the body when exercising including heart rate and body temperature.
Understand and explain what to do to improve their stamina, naming some suitable activities.

Gymnastics

Create, practise and refine longer, more complex sequences including 8-10 actions for a performance, including Mirroring, Matching, Counter Balance, Cannon & Synchronisation & changes in level, direction and speed.
Choose actions, body shapes and balances from previous knowledge and ideas.
Use contrasting actions, shapes, balances and dynamics.
Easily adapt sequences from one situation to another.
Adapt their performance to the demands of a task, using their previous knowledge.
Show clear individual movements and transfer smoothly from one movement to another.
Understand the need for warming up and working on body strength, tone and flexibility.
Lead small groups in warm-up activities
Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.

Dance

Perform with confidence, using a range of movement patterns.

Demonstrate a strong imagination when creating your own dance sequences and motifs.
 Demonstrate strong movements throughout a dance sequence.
 Combine flexibility, techniques and movements to create a fluent sequence.
 Move appropriately and with the required style.
 Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness
 Space (WHERE); formation, direction, level, pathways
 Relationships (WHO); solo/duo/trio, unison/canon/ contrast
 Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)
 Choreographic devices; motif, motif development, repetition, link phrases to music.
 Show an awareness of different dance styles, traditions and aspects of a variety of dances.
 Understand and use dance vocabulary.

Invasion Games

Use the skills e.g. of throwing and catching to gain points in competitive games.
 Use different techniques for passing, controlling, dribbling and shooting the ball in games.
 Apply basic principles of team play to keep possession of the ball.
 Use marking, tackling and/or interception to improve their defence
 Play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending.
 Plan practices and warm ups to get ready for playing safely.
 Recognise their own and others' strengths and weaknesses in games.
 Apply rules of fair play competitive games.
 Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.
 Apply skills and tactics in a range of invasion games.

Striking and Fielding Games

To apply with consistency standard cricket rules in a variety of different styles of games. To attempt a small range of recognised shots in isolation and in competitive scenarios. To use a range of tactics for attacking and defending in role of bowler, batter and fielder.

Evaluating and Comparing Performances

Year Group	Y4	Y5	Y6
Swimming Skills	- Begin to use a range of strokes effectively e.g. front crawl,	- Continue to develop a range of strokes effectively e.g. front	- Swim competently, confidently and proficiently over a

	<p>backstroke and breaststroke.</p> <ul style="list-style-type: none"> - To develop push and glides, any kick action on front and back with or without support aids. - To develop entry and exit, travel further, float and submerge. - Perform safe self-rescue in different water-based situations. 	<p>crawl, backstroke and breaststroke.</p> <ul style="list-style-type: none"> - To show breath control. - Introduction to deeper water. - Treading water. - Perform safe self-rescue in different water-based situations. 	<p>distance of at least 25 metres</p> <ul style="list-style-type: none"> - Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. - Perform safe self-rescue in different water-based situations.
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