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| **Dance and Gymnastics** | | |
|  | **Dance** | **Gymnastics** |
| **Year 1** | |  | | --- | |  |  * Remembers simple movements and dance steps * Links movements to sounds and music. * Responds to a range of stimuli | |  | | --- | | * Copies and explores basic movements and body patterns with some control. * Performs at different levels. * Can perform a 2 footed jump. * Can use equipment safely. * Balances with some control. * Can link 2-3 simple movements. | |
| **Year 2** | |  | | --- | | * Copies and explores basic movements with clear control. * Translates ideas from stimuli into movement with support. | | |  | | --- | | * Explores and creates different pathways and patterns with varied levels and speed and direction in sequences. * Can vary the size of body shapes. * Uses equipment in a variety of ways to create a sequence. * Link movements together to create a sequence. | |
| **Year 3** | |  | | --- | | * Beginning to improvise with a partner to create a simple dance. * Responds imaginatively to stimuli. * Beginning to compare and adapt movements and motifs to create a larger sequence. * Uses space well and negotiates space clearly. | | |  | | --- | | * Applies compositional ideas independently and with others to create a simple sequence. * Copies, explores and remembers a variety of movements and uses these to create their own sequence. * Beginning to show flexibility in movements. * Beginning to develop good technique when travelling, turning, balancing and when using equipment. | |
| **Year 4** | |  | | --- | | * Confidently improvises with a partner or on their own. * Demonstrating precision and some control in response to stimuli. * Beginning to vary dynamics and develop actions and motifs. * Demonstrates rhythm and spatial awareness. | | * Links skills with control, technique, co-ordination and fluency. * Understands composition by performing more complex, longer sequences. * Develops strength, technique and flexibility throughout performances. * Creates sequences using various body shapes and equipment. * Combines equipment with movement to create sequences. |
| **Year 5** | * Beginning to exaggerate dance movements with expression. * Beginning to show a change of pace and timing in their movements. * Uses the space provided to its maximum potential. * Improvises with some confidence and fluency. | * Select and combine their skills, techniques and ideas. * Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. * Draw on what they know about composition when performing. * Develops strength, technique and flexibility throughout sequences and performances, linking skills with fluency. * Understands composition by performing more complex sequences. |
| **Year 6** | * Confidently exaggerate dance movements and with expression. * Combines flexibility, techniques and precise movements to create a fluent sequence. * Moves appropriately to the beat with the required style in relation to the stimulus. * Improvises with confidence, still demonstrating fluency across their sequence. | * Plan and perform with confidence, precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels, direction and movement patterns. * Adapts sequences to include a partner or a small group. * Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus and showing consistency, fluency and clarity of movement. * Develops strength, technique and flexibility throughout performances. |

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| **Sport** | | |
|  | **Games / Ball skills** | **Athletics** |
| **Year 1** | * Can travel in a variety of ways including running and jumping. * Beginning to perform a range of throws. * Receives a ball with basic control. * Beginning to develop hand-eye coordination. * Participates in simple games with guidance.( E.g. informal game-in-the-park style football). | * Can run at different speeds. * Can jump from a standing position. * Performs a variety of throws with basic control. |
| **Year 2** | * Confident to send the ball to others in a range of ways. * Beginning to apply and combine a variety of skills (to a game situation). * Beginning to develop own games with peers. * Understand the importance of rules in games. * Develop simple tactics and use them appropriately. * Beginning to develop an understanding of attacking/ defending. | * Can change speed and direction whilst running. * Can jump from a standing position with accuracy. * Performs a variety of throws with control and co-ordination. * Can use equipment safely. |
| **Year 3** | * Understands tactics and composition by starting to vary how they respond. *E.g. a more organised game of football.* * Beginning to communicate with others during game situations. * Uses skills with co-ordination and control. * Develops own rules for new games. * Works well in a group to develop various games. * Beginning to select resources independently to carry out different skills. | * Beginning to run at speeds appropriate for the distance. * Can perform a distance jump with some accuracy. * Performs a variety of throws using a selection of equipment. * Can use equipment safely and with good control. |
| **Year 4** | * Shows confidence in using ball skills in various ways, and can link these together. * Takes part in competitive games with an understanding of tactics and composition. * Works well in a group to create and develop various games and can make suggestions as to what resources can be used to differentiate a game. * Apply basic skills for attacking and defending. * Develops spatial awareness. | * Beginning to build a variety of running techniques and use with confidence. *(e.g. sprint)* * Can perform distance jumps, jumping for speed (eg speedbounce) and height (vertical jump) * Demonstrates accuracy in throwing and catching activities. |
| **Year 5** | * Vary skills, actions and ideas and link these in ways that suit the games activity. * Uses skills with co-ordination, control and fluency. * Takes part in competitive games with a strong understanding of tactics and composition. * Apply basic skills for attacking and defending. | * Beginning to build a variety of running techniques and use with confidence. * Can perform a combination distance jumps, jumping for speed (eg speedbounce) and height (vertical jump) * Demonstrates confidence in throwing and catching activities. |
| **Year 6** | * Vary skills, actions and ideas and link these in ways that suit the competitive game and can explain these to others. * Shows confidence in using ball skills in various ways, and can link these together effectively. * Consistently uses skills with co-ordination, control and fluency. * Can create their own games using knowledge and skills through modifying competitive games. * Compares and comments on skills to support creation of new games. \* * Can make suggestions as to what resources can be used to differentiate a game. * Apply knowledge of skills for attacking and defending. * Uses running, jumping, throwing and catching in isolation and in combination. | * Can confidently variety of running techniques and use with confidence. * Can perform a running jump with several components. *e.g. hop skip jump (triple jump)* * Demonstrates accuracy and confidence in throwing and catching activities. |

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| **Evaluation, discussion and vocabulary** | | |
| **Year 1**  **Year 2** | * Can comment on own and others performance. * Can give comments on how to improve performance. * Use appropriate vocabulary when giving feedback. * Use common words and vague phrases in descriptions. * Use some topic vocabulary in descriptions e.g. attack, defend, * sequence. |  |
| **Year 3**  **Year 4** | * Watches and describes performances accurately. * Beginning to think about how they can improve their own work. * Work with a partner or small group to improve their skills. * Make suggestions on how to improve their work. * Starts to use specific shape, positions names e.g. goal attack, straddle when giving descriptions. * Uses specific shape and position names more confidently when giving descriptions. |  |
| **Year 5**  **Year 6** | * Watches and describes performances accurately. * Learn from others how they can improve their skills. * Comment on tactics and techniques to help improve performances. * Make suggestions on how to improve their work, commenting on similarities and differences. * Uses conceptual and appropriate vocabulary fluently when giving feedback and descriptions. * Beginning to record peers’ performances, and evaluate these, comparing them to previous performances. |  |

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| **Swimming (KS2 only)** | | |
| **Year 3**  **\*Year 4**  **Year 5**  **Year 6** | * Becomes confident in the water. * Develops a range of swimming strokes. * Can swim at least 25m independently with proficiency and confidence. * Can perform self – rescue in different water based situations |  |

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| **Adventurous Activities** | | |
| **Year 1**  **Year 2** | * Develops good listening skills * Listens to instructions from a partner / adult * Begins to think activities through and problem solve * Demonstrates an understanding of how to stay safe |  |
| **Year 3**  **Year 4**  **Year 5**  **Year 6** | * Develops strong listening skills * Uses and interprets simple maps * Thinks activities through and problem solve using general knowledge * Choose and apply strategies to solve problems with support * Demonstrates a strong understanding of how to stay safe. * Is able to review, reflect and evaluate after problem solving activities. * Activities include: Ford Castle (Yr3/4), Hawkhirst (Yr 5) |  |