

Fundamental movement / athletics	
Reception/EYFS	<p>Children should:</p> <ul style="list-style-type: none"> • Show balance when moving and when stationary • Run and stop with some control • Safely change direction at slower speeds • Explore different travelling actions eg skipping • Bend knees when jumping and hopping • Begin to coordinate moving different body parts together • Throw objects into space eg larger balls and beanbags
Year 1	<p>Children should:</p> <p><u>Running</u></p> <ul style="list-style-type: none"> • Begin to understand there is a difference between sprinting and jogging • Start showing an awareness of running technique • Start to show balance and control when changing direction <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Perform a range of jumps, taking off and landing on one or two feet • Learn to take off and land with control • Select an appropriate jumping style to cover the furthest distance <p><u>Throwing</u></p> <ul style="list-style-type: none"> • Practise different throwing movements eg. underarm, overarm • Aim into targets or target areas
Year 2	<p>Children should:</p> <p><u>Running</u></p> <ul style="list-style-type: none"> • Understand and demonstrate the difference between sprinting and jogging • Begin to develop an effective running technique <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Perform a range of jumps, taking off and landing on one or two feet showing balance and control • Recognise how to generate more height or distance in a jump <p><u>Throwing</u></p> <ul style="list-style-type: none"> • Start showing an effective underarm and Overarm throwing technique. • Explore ways to increase distance and accuracy in throws
Year 3	<p>Children should:</p> <p>Coordinate their body with increasing consistency in a variety of movements.</p> <p><u>Running</u></p> <ul style="list-style-type: none"> • Show balance and coordination when running at different speeds • Change direction and stop with control • Begin to understand running technique and be able to comment on the roles of different body parts <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Show an awareness of technique when jumping for height and distance • Comment on how different body parts are used when jumping in different ways • Link running and jumping skills with an awareness of technique <p><u>Throwing</u></p> <ul style="list-style-type: none"> • Begin to explore throwing different objects eg. ball, howler, javelin • Show an awareness of the change in technique when throwing for accuracy or distance. • Comment on throwing technique with reference to different body parts

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Year 4	<p>Children should: Coordinate their body with increasing consistency over a variety of movements at increasing speeds</p> <p><u>Running</u></p> <ul style="list-style-type: none"> • Adapt their running style to suit different distances • Show balance and control when changing direction or speed in combination with other actions • Understand running technique and be able to comment on the roles of different body parts <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Explore a wider range of jumps eg. Standing and running long jump, triple jump, high jump, vertical jump • Show an understanding of how different body parts are used when jumping in different ways • Set realistic targets for distance or height when jumping (with guidance) <p><u>Throwing</u></p> <ul style="list-style-type: none"> • Show an understanding of varied technique when throwing different objects eg. ball, howler, javelin • Increase accuracy and distance in throws • Describe throwing technique with reference to different body parts • Set appropriate distance targets (with guidance)
Year 5	<p>Children should: Coordinate a range of body parts at a speed appropriate to the challenge presented.</p> <p><u>Running</u></p> <ul style="list-style-type: none"> • Pace themselves and sustain effort over longer distances or for longer periods of time. • Show effective running technique and be able to comment on this in self and others • Perform relay baton change-overs showing correct technique • Show appropriate balance and posture when changing direction and speed <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Show control and consistency when taking off and landing in basic and more complex jumps • Perform a range of more complex jumps with an awareness of correct technique combining running, hopping, jumping etc. <p><u>Throwing</u></p> <ul style="list-style-type: none"> • Throw with greater accuracy, consistency and efficiency of movement • Understand and explain differences in technique when throwing different objects • Set appropriate distance targets when throwing different objects (with guidance)
Year 6	<p>Children should: Coordinate a range of body parts fluently at speeds appropriate to the challenge presented.</p> <p><u>Running</u></p> <ul style="list-style-type: none"> • Demonstrate an effective running technique at an appropriate speed over longer distances. • Show effective running technique and recognise this in self and others with the ability to offer feedback with positives and suggestions for improvement • Perform relay baton change-overs showing correct technique fluently at speed • Show appropriate balance, posture and fluency when changing direction and speed <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Show control and consistency when taking off and landing in basic and more complex jumps and be able to discuss strengths and areas for improvement in self and others • Perform a range of more complex jumps demonstrating appropriate technique and consistency combining running, hopping, jumping etc. <p><u>Throwing</u></p> <ul style="list-style-type: none"> • Throw with greater accuracy, consistency and efficiency of movement and be able to recognise this in self and others with comments on strengths and areas for improvement. • Understand and explain differences in technique when throwing different objects and demonstrate these consistently • Set appropriate distance targets when throwing different objects

Games	
Reception/EYFS	<p>Children should:</p> <ul style="list-style-type: none"> • Move around in space showing some awareness of others • Drop and catch a larger ball with two hands • Roll and throw a variety of balls and beanbags into space • Kick a larger ball into space • Stop a larger ball or beanbag when passed to them • Attempt to stop a larger ball with feet when passed to them • Make very simple decisions in response to situations
Year 1	<p>Children should:</p> <ul style="list-style-type: none"> • Begin to understand space in relation to others around them • Run, stop and change direction with some balance and control • Drop and catch a ball after one bounce while moving • Catch a medium / large ball or beanbag thrown to them • Roll or throw a ball towards a stationary target • Begin to show an awareness of technique when rolling and throwing a ball • Move a ball using different parts of their foot • Kick a ball towards a stationary target • Attempt to track a ball moving in their direction • Begin to explore simple game tactics with guidance
Year 2	<p>Children should:</p> <ul style="list-style-type: none"> • Move into space to gain advantage or limit the advantage of opposing players • Run, stop and change direction showing increased control and balance • Dribble a ball with some success and stop when appropriate • Show some success when rolling or throwing towards a stationary target • Catch a ball or other object when thrown to them with and without a bounce • Show some control and coordination when kicking towards a target • Track a ball coming towards them and move to stop it with some success • Strike a ball using a bat or racket • Use simple game tactics with guidance
Year 3	<p>Children should:</p> <ul style="list-style-type: none"> • Use space effectively in game situations • Change direction with balance and control in a game situation • Demonstrate some success when catching a ball thrown to them using one or two hands • Dribble a ball with hands or feet and keep possession in a game situation • Use a variety of throwing techniques in a game situation • Pass a ball with some accuracy to a partner using a throw or kick • Strike a ball with a bat or racket using various techniques • Use simple tactics individually and as part of a team

Games	
Year 4	<p>Children should:</p> <ul style="list-style-type: none"> • Begin to create space and use it effectively in a game situation • Change direction in order to evade an opponent with some success • Link dribbling a ball with other actions in a game situation • Change direction when dribbling showing some control • Show increasing success when using a range of throwing / kicking techniques in game situations • Catch a ball passed to them in a game situation with increasing success • Strike a ball with a bat or racket using a variety of techniques showing increasing accuracy and control • Use simple tactics to benefit their team in a game situation
Year 5	<p>Children should:</p> <ul style="list-style-type: none"> • Create space for themselves and begin to understand how to create space for others and use it effectively in a game situation • Change direction using different techniques to evade an opponent • Dribble at appropriate times in a game situation showing control when under pressure • Use a variety of throwing and kicking techniques showing some control while under pressure • Catch a ball passed to them when under pressure in a game situation • Attempt to intercept passes with some success in game situations • Strike a ball with a bat or racket using a wider range of techniques showing accuracy, control and good decision making. • Understand why the use of game tactics is important and select appropriate tactics for situations in games
Year 6	<p>Children should:</p> <ul style="list-style-type: none"> • Create space for themselves and others and use it effectively in a game situation • Confidently change direction to evade an opponent when under pressure • Use dribbling to influence the direction and pace of play in a game situation • Use a variety of techniques to maintain possession of a ball when under pressure • Use a variety of passing techniques showing control and accuracy to outwit an opponent • Catch a ball passed to them by a teammate showing some consideration has been given to their next move • Show increasing success when intercepting passes in game situations • Work with others in their team to create tactics, evaluate their effectiveness and adapt as appropriate.

Gymnastics / Body Movement

Year 1	<p>Children should:</p> <ul style="list-style-type: none"> • Perform simple balances showing tension in their bodies when stretched and curled • Take body weight on hands (combined with other body parts) for short periods • Explore movements and poses which challenge their flexibility • Remember and repeat a series of simple linked actions
Year 2	<p>Children should:</p> <ul style="list-style-type: none"> • Perform balances on different parts of the body showing some control and balance • Take weight on different body parts on the floor and on apparatus • Show an increasing awareness of the need for extension and flexibility in simple poses and actions • Remember and repeat a series of simple linked actions showing some control and knowledge of technique • Plan a simple series of actions and execute these with some control and knowledge of technique
Year 3	<p>Children should:</p> <ul style="list-style-type: none"> • Perform a wider range of balances with increasing stability and control • Begin to demonstrate some strength and control when taking weight on different body parts for longer periods of time • Demonstrate increased extension and flexibility in poses and actions • Create routines choosing actions which flow together well on the floor and on apparatus
Year 4	<p>Children should:</p> <ul style="list-style-type: none"> • Perform balances individually and with a partner using appropriate body tension, showing control and stability. • Demonstrate increasing strength and control when taking weight on different body parts and explore taking the weight of others • Demonstrate increased extension and flexibility in more complex poses and actions • Plan and perform sequences of movements individually or with a partner showing increased control and technique
Year 5	<p>Children should:</p> <ul style="list-style-type: none"> • Show increasing control and consistency when performing balances and moving from one balance to another • Demonstrate the use of strength to improve the quality of poses and actions and increase the range of poses and actions they can attempt • Use flexibility to improve the quality of poses and actions and increase the range of transitions used to link them • Plan and perform more complex sequences of movements individually or with a partner showing good control and technique
Year 6	<p>Children should:</p> <ul style="list-style-type: none"> • Perform and combine more complex balances with a good level of control, technique and fluency • Demonstrate more complex actions with a good level of strength and flexibility • Confidently transition between actions demonstrating an appropriate level of control for the complexity of the action • Plan and perform a sequence of more complex actions incorporating a wide range of skills with control, precision and fluency

Dance	
Reception / EYFS	<p>Children should:</p> <ul style="list-style-type: none"> • Copy basic body actions • Use different travelling actions • Travel safely in space • Begin to count to music at a very basic level • Begin to explore expression in their movements
Year 1	<p>Children should:</p> <ul style="list-style-type: none"> • Remember and repeat basic body actions • Choose and use different travelling actions • Use changes of direction, speed and level when prompted • Show some expression in dances • Start to use counts to stay in time with music
Year 2	<p>Children should:</p> <ul style="list-style-type: none"> • Remember and repeat a series of actions • Choose actions from an increasing range in response to a stimulus • Use changes of direction, speed, level, shape and variations in timing with support • Work with a partner to explore unison and mirroring as techniques • Begin to use expressive qualities to represent ideas • Use counts to stay in time with music
Year 3	<p>Children should:</p> <ul style="list-style-type: none"> • Copy, remember and perform a dance phrase • Create short dance phrases with some influence from a set style • Use canon, unison and formation • Use a range of dynamics and expressions to communicate an idea • Use counts to keep in time with a partner or group
Year 4	<p>Children should:</p> <ul style="list-style-type: none"> • Copy, remember, adapt and perform set choreography • Create phrases that conform to a set style individually, with a partner and in a group • Use action and reaction in performance • Change dynamics to express a narrative • Use counts to help choreograph short phrases
Year 5	<p>Children should:</p> <ul style="list-style-type: none"> • Accurately copy, remember and repeat set choreography in different styles of dance • Choreograph phrases individually and with others considering actions, dynamics, use of space and relationships to others in response to stimulus • Perform confidently using appropriate dynamics and expression to communicate an idea • Use counts accurately when choreographing to perform in time with others and music
Year 6	<p>Children should:</p> <ul style="list-style-type: none"> • Perform dances confidently in a range of styles showing accuracy, fluency and good timing • Work creatively and imaginatively individually and with a partner or group to choreograph longer phrases • Consider actions, structure, use of space, relationship to others and dynamics to choreograph in relation to a theme • Use counts when choreographing and performing to enhance the quality of performance

Outdoor Adventurous Activities	
Reception / EYFS	<p>Children should:</p> <ul style="list-style-type: none"> • Follow simple instructions • Share ideas with others • Follow a path • Begin to make decisions about how to solve a simple problem • Begin to identify personal success
Year 1	<p>Children should:</p> <ul style="list-style-type: none"> • Follow instructions • Work with a partner or small group • Understand rules of a task and suggest ideas to solve simple problems • Copy a simple map or diagram • Identify personal success and the success of others
Year 2	<p>Children should:</p> <ul style="list-style-type: none"> • Follow a series of instructions accurately • Work effectively with a partner or group showing an ability to share ideas and listen to others by taking turns • Experiment with different ideas to solve a problem • Create and follow a simple map or diagram • Recognise when a challenge has been overcome and suggest simple ways to improve
Year 3	<p>Children should:</p> <ul style="list-style-type: none"> • Follow instructions given by a peer • Give clear instructions to a peer • Work with a partner or small group effectively, accepting others ideas and acting on them • Plan strategies to overcome problems and attempt to apply them • Orientate and follow a map or diagram • Reflect on how problems were overcome and use the success of others to influence future performance
Year 4	<p>Children should:</p> <ul style="list-style-type: none"> • Accurately follow instructions given by a peer and give clear useable instructions to a peer or group • Confidently communicate ideas to others and listen to others ideas before deciding on an approach. • Plan and apply strategies to solve problems • Use key symbols on a map to navigate around an area • Evaluate the effectiveness of their teams strategy for solving a problem and offer suggestions for improvements
Year 5	<p>Children should:</p> <ul style="list-style-type: none"> • Use clear communication skills when working in a variety of roles within a group • Begin to show leadership skills • Plan and apply strategies to solve more complex problems • Orientate a map confidently and use it to navigate around a course • Explain clearly why a strategy worked to solve a problem and discuss it in relation to other ideas and their chance of success
Year 6	<p>Children should:</p> <ul style="list-style-type: none"> • Communicate with others clearly and effectively when under pressure • Demonstrate competence and confidence when leading a group showing consideration to all within the group • Use critical thinking skills to formulate strategies and and apply the most effective solution to solve a problem • Confidently orientate a map using key features to navigate a more complex course • Reflect in details when challenges are solved successfully and present well thought through improvements or alternatives to strategy

	Social	Emotional	Thinking
EYFS	<ul style="list-style-type: none"> • Take turns • Share equipment with others • Share ideas with others 	<ul style="list-style-type: none"> • Try again if they are not successful first time • Take on new challenges with confidence • Practise skills independently 	<ul style="list-style-type: none"> • Start to recognise personal success • Choose basic actions appropriate to tasks • Begin to offer basic feedback to other suggesting what they liked about a performance or action
KS1	<ul style="list-style-type: none"> • Provide encouragement to others • Collaborate with a partner, share ideas and listen to each other • Work with a partner or in a team to play games 	<ul style="list-style-type: none"> • Continue on task for a sustained period • Show drive to complete tasks and challenges when they are set • Explore skills independently before seeking support • Confidently contribute to class discussions, share ideas and perform demonstrations in front of the class 	<ul style="list-style-type: none"> • Make sensible decisions when presented with a simple challenge eg. moving into space • Begin to select and apply appropriate skills in a wider range of situations • Provide appropriate feedback with some reference to vocabulary used in lessons
Lower KS2	<ul style="list-style-type: none"> • Encourage and motivate others to reach personal goals • Work with others to achieve a shared goal • Work with others to self-manage simple activities 	<ul style="list-style-type: none"> • Persevere with a task when it proves challenging • Understand what they are able to achieve at their best and work hard to get there • Use game rules with an awareness of honesty and fairness • Show empathy when playing games or giving feedback. 	<ul style="list-style-type: none"> • Make faster and more complex decisions when selecting actions appropriate to task eg pass to a free player and move into a new space • Select from a wider range of actions in response to a task or challenge • Provide appropriate feedback using key terminology correctly
Upper KS2	<ul style="list-style-type: none"> • Share ideas with others and agree on a method for approaching a task • Show leadership skills which include an understanding of inclusion for all within a group • Show clear and effective communication skills 	<ul style="list-style-type: none"> • Understand what maximum effort feels like and show determination to achieve it • Show perseverance and resilience to achieve personal best performances • Compete within game rules showing honesty and a sense of fair play when working independently • Confidently take on tasks and challenges that fall outside their comfort zone 	<ul style="list-style-type: none"> • Select and apply the appropriate skills or actions to a situation when under pressure • Recognise and explain their decision making process when taking on tasks or playing games • Reflect on their own performance as an individual or in a team and suggest areas for improvement • Critically analyse the performance of others using correct terminology and provide sensitive feedback on areas for development