

Dance						
	EYFS	Yr1	Yr2	Yr3/4	Yr5/6	Beyond Yr6
Dance	<p>To copy steps and actions with some control and co-ordination.</p> <p>To link individual and whole movements together.</p> <p>To watch others work and choose actions.</p> <p>To recognise how to move within a space.</p> <p>To talk about ways to be healthy.</p>	<p>To copy and explore basic body patterns and movements.</p> <p>To remember simple dance steps and perform then in a controlled manner.</p> <p>To choose actions and link them to sounds and music.</p> <p>To safely perform teacher led warm ups and can describe and discuss others work.</p>	<p>To perform with control and co-ordination.</p> <p>To respond imaginatively to a range of stimuli.</p> <p>To vary the dynamics, levels, speed and direction of their phase/motif.</p> <p>To discuss their own and others work with simple vocabulary. To understand the need for warm up and cool down.</p>	<p>To improvise freely on their own and with a partner.</p> <p>To translate a variety of ideas from a variety of stimuli into movement.</p> <p>To compare, develop and adapt movement motifs to create longer dances.</p> <p>To use dance vocabulary to compare and improve their work.</p> <p>Can understand how to work safely and can recognise changes in their body. Can give reasons as to why PE is good for their health.</p>	<p>To demonstrate precision, control and fluency in response to stimuli.</p> <p>To vary dynamics and develop actions with a partner or as a small group.</p> <p>To link phrases and motifs to create a wide performance.</p> <p>To continually demonstrate rhythm and spatial awareness.</p> <p>To modify their own performance and that of others.</p> <p>To organise themselves to warm up safely.</p>	<p>To perform and create motifs in a variety of dance styles with accuracy and consistency.</p> <p>To select and use a wide range of compositional skills to demonstrate ideas and translate into performance.</p> <p>To suggest ways to improve quality of performance showing sound knowledge and understanding.</p> <p>To lead themselves and others to warm up safely.</p>

Gymnastics						
	EYFS	Yr1	Yr2	Yr3/4	Yr5/6	Beyond Yr6
Gymnastics	<p>To copy individual and whole body movements with some control and co-ordination.</p> <p>To link individual and whole body movements together.</p> <p>To watch others work/performances.</p> <p>To recognise and negotiate space and handle small and or low apparatus safely.</p> <p>To talk about ways to keep healthy.</p>	<p>To copy and explore basic gymnastics actions with some control and co-ordination.</p> <p>To select and link basic gymnastics actions together.</p> <p>To watch and discuss their own work and that of others.</p> <p>To safely perform a teacher led warm up and cool down.</p> <p>To use space safely showing an awareness of others.</p>	<p>I can copy, remember, explore and repeat a variety of basic gymnastic actions with control and co-ordination.</p> <p>To select and link basic gymnastics actions into fluent, short movement phrases.</p> <p>To identify and describe the difference between their own work and that of others.</p> <p>To handle large apparatus safely.</p> <p>To explain the need for a warm up and cool down recognising what is happening to their body during exercise.</p>	<p>To copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity.</p> <p>To select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas.</p> <p>To describe their own work and others noting similarities and differences and can make suggestions for improvement.</p> <p>To work safely handling a range of hand, small and large apparatus.</p> <p>To recognise changes in their body giving reasons why PE is good for their health.</p>	<p>To copy, remember, explore and repeat increasingly complex gymnastics actions with consistent control, coordination, quality and clarity.</p> <p>To select and link increasingly complex gymnastics actions fluently into individual, paired and group sequences and can apply a variety of compositional ideas.</p> <p>To identify and act upon criteria to refine, improve and modify gymnastics actions and sequences.</p> <p>To demonstrate specific aspects of warm up and cool down and describe the effect of exercise on the body.</p>	<p>To explore and perform some complex gymnastics actions with consistent control, co-ordination, quality and clarity.</p> <p>To select and link complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of more complex compositional ideas showing originality.</p> <p>To analyse gymnastics actions and sequences and suggest ways to improve quality of performance showing sound knowledge and understanding.</p> <p>To lead themselves and others to warm up and cool down safely and appropriately for gymnastics activities.</p>

Games						
	EYFS	Yr1	Yr2	Yr3/4	Yr5/6	Beyond Yr6
Games	<p>To stop a ball with some control.</p> <p>To send a ball in the direction of another person.</p> <p>To often control a ball on their own.</p> <p>To move with a ball in a space safely.</p> <p>To talk about ways to keep healthy.</p>	<p>To stop a ball with basic control.</p> <p>To send a ball in the direction of another person and collect a ball.</p> <p>To take part in sending and receiving activities with a partner.</p> <p>To talk about exercising safely and the short term effects of exercise.</p>	<p>To stop/catch/strike a ball with control and accuracy.</p> <p>To pass a ball to someone else and to receive a ball whilst moving.</p> <p>To take part in conditioned games with opponents.</p> <p>To understand about exercising, being safe and the short term effects of exercise.</p>	<p>To control, strike, and catch a ball whilst moving and keeping possession with some accuracy.</p> <p>To accurately pass to someone else and are aware of space and how to use it.</p> <p>To be able to choose simple tactics for sending and defending.</p> <p>To begin to influence the conditioned games with components.</p> <p>To describe what others do well.</p> <p>To talk about why it is important to warm up/cool down.</p> <p>To lead a partner through short warm up routines.</p>	<p>To control, catch, send and receive a ball accurately whilst moving and keeping to the rules.</p> <p>To move with a ball in opposed situations (Quicksticks/football) and attack and offend in a small sided game.</p> <p>To take part in a conditioned game with an understanding of tactics and rules and use this to help performance.</p> <p>To understand and use principles of exercise activities for warming up and recognise how exercise is good for health.</p>	<p>To control movement with a ball in an opposed situation whilst moving.</p> <p>I can combine accurate passing skills/techniques in games.</p> <p>I can advise and help others on their techniques in a game.</p> <p>I understand and can explain the short term effects of exercise, warming up and cooling down.</p> <p>I understand and can explain long term effects of exercise.</p>

Athletics		
	Yr3/4	Yr5/6
Athletics	<p>I can run a speed that is appropriate to the distance that I am running.</p> <p>I can jump accurately from a standing position and I can take a running jump.</p> <p>I can demonstrate a range of throwing actions using a variety of objects.</p>	<p>I can improve and sustain different running technique at different speeds in a variety of athletic events.</p> <p>I can demonstrate accuracy and technique in a range of throwing and jumping actions.</p> <p>I can identify and explain what makes a good athletic performance.</p> <p>I can explain how to improve technique in a variety of events.</p>

Swimming						
	Beginners		Improvers		Advanced	
	Stroke development	Confidence and skill development	Stroke development	Confidence and skill development	Stroke development	Confidence and skill development
Swimming	<p>I can move around the pool independently.</p> <p>I can float with the use of aids.</p> <p>I can travel on my front and/or back with aids.</p> <p>I can travel on my front and/or back without aids.</p> <p>I can travel 10 metres on my front and/or back without aids.</p>	<p>I can blow bubbles.</p> <p>I can submerge my whole head.</p> <p>I can float without aids.</p> <p>I can push and glide.</p> <p>I can jump into the water.</p>	<p>I understand how to achieve a streamlined body position.</p> <p>I can swim 1 stroke with good technique over at least 10 metres.</p> <p>I can swim 3 strokes with good technique over at least 10 metres.</p> <p>I can swim 25 metres competently and proficiently using at least one stroke.</p>	<p>I can push and glide.</p> <p>I can submerge to pick up an object off of the bottom of the pool.</p> <p>I am able to combine different floating shapes.</p> <p>I am able to perform a sculling action.</p> <p>I am able to jump into deep water.</p>	<p>I understand the importance of a streamlined body position.</p> <p>I can swim 1 stroke with a controlled and an efficient technique.</p> <p>I can swim 2 strokes with a controlled and an efficient technique.</p> <p>I can swim 3 strokes with a controlled and an efficient technique.</p> <p>I can swim at least 25 metres using front crawl, backstroke and breast stroke.</p>	<p>I am able to tread water.</p> <p>I am able to perform a sculling action.</p> <p>I am able to demonstrate surface dives.</p> <p>I can demonstrate a range of safe entry techniques.</p> <p>I am able to identify areas of good technique and areas of improvement.</p>