



|           | Dance   | Gymnastics   | Games   | Athletics   | Swimming | OAA   | Evaluation   | Healthy<br>Lifestyles   |
|-----------|---|--|---|---|----------|---|--|---|
| Year<br>1 | Copy, explore and remember basic movements and body patterns.  Link movements to sounds and music. Respond to a range of stimuli. | Copy and explore basic movements with some control and coordination. Perform different body shapes.  Perform at different levels. Perform a 2 footed jump.  Use equipment safely. Balance with some control.  Link 2-3 simple movements. | Travel in a variety of ways including running and jumping.  Begin to perform a range of throws.  Receive a ball with basic control.  Begin to develop handeye coordination.  Participate in simple games. | Can run at different speeds.  Can jump from a standing position.  Perform a variety of throws with basic control. |          | Trim trail, exercise, endurance, direction through woods.  • negotiate space and obstacles safely, with consideration for themselves and others  • demonstrate strength, balance and co-ordination when playing  • move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | Can comment on own and others performance.  Can give comments on how to improve performance.  Use appropriate vocabulary when giving feedback. | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle |

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|------|--------------------------|------------------|--------------------|-------------------|-------------------|----------------|------------------|--------------------|--|--|--|
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| Year |                          |                  |                    |                   |                   |                |                  |                    |  |  |  |
| 2    | Copy and                 | Explore and      | Confidently send   | Can change the    | Swim              | Trim trail,    | Can comment on   | Can describe the   |  |  |  |
|      | explore basic            | create different | the ball to others | speed and         | competently,      | exercise,      | own and others   | effect exercise    |  |  |  |
|      | movements with           | pathways and     | in a range of      | direction whilst  | confidently and   | endurance,     | performance.     | has on the body.   |  |  |  |
|      | clear control.           | patterns.        | ways.              | running.          | proficiently over | direction      |                  |                    |  |  |  |
|      | Vary levels and          |                  | Begin to apply     |                   | a distance of at  | through woods. | Can give         | Can explain the    |  |  |  |
|      | speed in                 | Use equipment    | and combine a      | Can jump from a   | least 25 metres.  |                | comments on      | importance of      |  |  |  |
|      | sequence and             | in a variety of  | variety of skills  | standing position |                   |                | how to improve   | exercise and a     |  |  |  |
|      | the size of body         | ways to create a | (to a game         | with accuracy.    | Use a range of    |                | performance.     | healthy lifestyle  |  |  |  |
|      | shapes.                  | sequence         | situation).        |                   | strokes           |                |                  |                    |  |  |  |
|      |                          |                  |                    | Perform a variety | effectively e.g.  |                | Use appropriate  |                    |  |  |  |
|      | Add change of            | Link movements   | Develop strong     | of throws with    | front crawl,      |                | vocabulary when  |                    |  |  |  |
|      | direction to a           | together to      | spatial            | control and       | backstroke and    |                | giving feedback. |                    |  |  |  |
|      | sequence.                | create a         | awareness.         | coordination.     | breaststroke.     |                |                  |                    |  |  |  |
|      |                          | sequence.        | Begin to develop   |                   | D ( (             |                |                  |                    |  |  |  |
|      | Use and                  |                  | own games with     | Can use           | Perform safe      |                |                  |                    |  |  |  |
|      | negotiate space          |                  | peers.             | equipment         | self-rescue in    |                |                  |                    |  |  |  |
|      | clearly describe a       |                  |                    | safely.           | different water-  |                |                  |                    |  |  |  |
|      | short dance              |                  | Understand the     |                   | based situations. |                |                  |                    |  |  |  |
|      | using                    |                  | importance of      |                   |                   |                |                  |                    |  |  |  |
|      | appropriate              |                  | rules in games.    |                   |                   |                |                  |                    |  |  |  |
|      | vocabulary.              |                  | Develop simple     |                   |                   |                |                  |                    |  |  |  |
|      | Respond                  |                  | tactics and use    |                   |                   |                |                  |                    |  |  |  |
|      | imaginatively to         |                  | them               |                   |                   |                |                  |                    |  |  |  |
|      | stimuli.                 |                  | appropriately.     |                   |                   |                |                  |                    |  |  |  |
|      | Stirriuii.               |                  | Begin to develop   |                   |                   |                |                  |                    |  |  |  |
|      |                          |                  | an                 |                   |                   |                |                  |                    |  |  |  |
|      |                          |                  | understanding of   |                   |                   |                |                  |                    |  |  |  |
|      |                          |                  | attacking/         |                   |                   |                |                  |                    |  |  |  |
|      |                          |                  | defending.         |                   |                   |                |                  |                    |  |  |  |
|      |                          |                  | 2.5.5              |                   |                   |                |                  |                    |  |  |  |
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| Year<br>3 | Begin to improvise both independently and 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 longer sequence. Use simple dance vocabulary to compare and improve work. | Work independently and with others to create a sequence.  Copy, explore and remember a variety of movements and use these to create their own sequence.  Describe own work using simple gymnastics vocabulary.  Begin to notice similarities and differences between sequences.  Use turns whilst travelling in a variety of ways.  Begin to show flexibility in movements.  Begin to develop good technique when travelling, balancing, using equipment etc. | Understand tactics and composition by starting to vary how they respond.  Vary skills, actions and ideas and link these in ways that suit the games activity.  Begin to communicate with others during game situations.  Use skills with coordination and control.  Make imaginative pathways using equipment.  Work well in a group to develop various games.  Begin to understand how to compete with each other in a controlled manner.  Begin to select resources  Independently to carry out different skills. | Begin to run at speeds appropriate for the distance.  Can perform a running jump with some accuracy.  Perform a variety of throws using a selection of equipment.  Can use equipment safely and with good control. | Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.  Perform safe self-rescue in different water-based situations.  Safe entry into pool. | Develop listening skills.  Create simple body shapes.  Listen to instructions from a partner/adult.  Begin to think activities through and problem solve.  Discuss and work with others in a group.  Demonstrate an understanding of how to stay safe.  Orienteering, use basic map reading skills. | Watch and describe performances accurately.  Begin 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, commenting on similarities and differences. | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.  To begin to Understand the need to warm up and cool down. |

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| Year 4 Confidently improvise with a partner or independently.  Begin to create longer dance sequences in a larger group.  Demonstrate precision and some control in response to stimuli.  Begin to vary dynamics and develop actions and motifs.  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. | Link skills with control, technique, coordination and fluency.  Understand composition by performing more complex sequences.  Begin to use gymnastics vocabulary to describe how to improve and refine performances.  Develop strength, technique and flexibility throughout performances.  Create sequences using various body shapes and equipment.  Combine equipment with movement to create sequences. | Vary skills, actions and ideas and link these in ways that suit the games activity.  Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Use skills with coordination, control and fluency.  Take part in competitive games with a strong understanding of tactics and composition.  Work well in a group to develop various games.  Make suggestions as to what resources can be used to differentiate a game.  Apply basic skills for attacking and defending. Use running, jumping, throwing and catching in isolation and combination.  Skills learnt to compete against other schools. | Begin to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).  Demonstrate accuracy in throwing and catching activities. Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control. | Swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.  Perform safe self-rescue in different water-based situations. | Develop strong listening skills. Use simple maps.  Begin to think activities through and problem solve.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrate an understanding of how to stay safe.  Orienteering, use symbols to interpret map reading skills. | Watch and describe performances accurately.  Begin 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, commenting on similarities and differences. | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.  Understand the need to warm up and cool down. |

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| Begin to exaggerate dance movements and motifs (using expression when moving).  Demonstrate strong movements throughout a dance sequence.  Combine flexibility, techniques and movements to create a fluent sequence.  Move appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs.  Begin to show a change of pace and timing in movements.  Use the space provided effectively.  Improvise with confidence, still demonstrating fluency across the sequence.  Modify parts of a sequence as a result of self and peer evaluation.  Use more complex dance vocabulary to compare and improve work. | Select and combine skills, techniques and ideas.  Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.  Analyse and comment on skills and techniques and how these are applied in their own and others' work.  Use more complex gymnastics vocabulary to describe how to improve and refine performances.  Develop strength, technique and flexibility throughout performances.  Link skills with control, technique, coordination and fluency.  Understand composition by performing more complex sequences. | Vary skills, actions and ideas and link these in ways that suit the games activity.  Show confidence in using ball skills in various ways, and can link these together.  Use skills with coordination, control and fluency.  Take part in competitive games with a strong understanding of tactics and composition.  Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game.  Apply basic skills for attacking and defending. Use running, jumping, throwing and catching in isolation and combination. | Begin to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).  Begin to record peers performances, and evaluate these.  Demonstrate accuracy and confidence in throwing and catching activities.  Describe good athletic performance using correct vocabulary.  Can use equipment safely and with good control. | Swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.  Perform safe self-rescue in different water-based situations. | Develop strong listening skills.  Use and interpret simple maps.  Think activities through and problem solve using general knowledge.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrate an understanding of how to stay safe.  Orienteering, use map reading skills. | Watch and describe performances accurately.  Learn from others how they can improve their skills.  Comment on tactics and techniques to help improve performance.  Make suggestions on how to improve their work, commenting on similarities and differences. | Can describe the effect exercise has on the body.  Can explain the importance of exercise and a healthy lifestyle.  Understand the need t warm up and cool down. |

|      | _   |                             | 6  | Athlatica  | Consideration of | 0.4.4                                      | Frankration                   | I I a a labor I i fa akoil a a |
|------|---|-----------------------------|--|--|------------------|--|-------------------------------|--------------------------------|
|      | Dance   | Gymnastics                  | Games  | Athletics  | Swimming         | OAA  | Evaluation                    | Healthy Lifestyles             |
| Year | Exaggerate dance                                  | Plan and perform with       | Vary skills, actions and                     | Begin to build a variety of                      |                  | Develop strong                             | Watch and describe            | Can describe the effect        |
| 6    | movements and motifs                              | precision, control and      | ideas and link these in                      | running techniques and                           |                  | listening skills.                          | performances                  | exercise has on the            |
|      | (using expression when                            | fluency, a movement         | ways that suit the games                     | use with confidence.                             |                  | Use and interpret                          | accurately.                   | body.                          |
|      | moving).  | sequence showing a wide     | activity.                                    |  |                  | simple maps.                               |                               |                                |
|      | Perform with confidence,                          | range of actions including  |  | Can perform a running                            |                  |  | Learn from others how         | Can explain the                |
|      | using a range of                                  | variations in speed, levels | Show confidence in using                     | jump with more than one                          |                  | Think activities through                   | they can improve their        | importance of exercise         |
|      | movement patterns.                                | and directions.             | ball skills in various ways,                 | component. e.g. hop skip                         |                  | and problem solve                          | skills.                       | and a healthy lifestyle.       |
|      | Demonstrate a strong                              | B ( 1966 1)                 | and can link these                           | jump (triple jump).                              |                  | using general                              |                               |                                |
|      | imagination when creating                         | Perform difficult actions,  | together effectively. e.g.                   | Barista assessed assess                          |                  | knowledge.                                 | Comment on tactics            | Understand the need            |
|      | own dance sequences and                           | with an emphasis on         | dribbling, bouncing,                         | Begin to record peers                            |                  | Character describe                         | and techniques to help        | to warm up and cool            |
|      | motifs.   | extension, clear body       | kicking                                      | performances, and                                |                  | Choose and apply                           | improve performance.          | down                           |
|      |   | shape and changes in        | Keep possession of balls                     | evaluate these.                                  |                  | strategies to solve                        | Males accordantians an        |                                |
|      | Demonstrate strong                                | direction.                  | during games situations.                     | D  |                  | problems with support.                     | Make suggestions on           |                                |
|      | movements throughout a                            |                             |  | Demonstrate accuracy                             |                  | S  | how to improve their          |                                |
|      | dance sequence.                                   | Adapt sequences to          | Consistently use skills with                 | and confidence in                                |                  | Discuss and work with                      | work, commenting on           |                                |
|      | Combine flexibility,                              | include a partner or a      | coordination, control and                    | throwing and catching activities.                |                  | others in a group.                         | similarities and differences. |                                |
|      | techniques and                                    | small group.                | fluency.                                     | activities.                                      |                  | Dama a saturata a sa                       | differences.                  |                                |
|      | movements to create a                             | Gradually increase the      | Take part in competitive                     | Describe good athletic                           |                  | Demonstrate an<br>understanding of how     |                               |                                |
|      | fluent sequence.                                  | length of sequence work     |  | Describe good athletic performance using correct |                  | - C  |                               |                                |
|      | •   | with a partner to make up   | games with a strong understanding of tactics | vocabulary.                                      |                  | to stay safe.                              |                               |                                |
|      | Move appropriately and with the required style in | a short sequence using      | and composition.                             | Can use equipment safely                         |                  | Orienteering gain                          |                               |                                |
|      | relation to the stimulus.                         | the floor, mats and         | and composition.                             | and with good control.                           |                  | Orienteering, gain experience of different |                               |                                |
|      |   | apparatus, showing          | Can create their own                         | and with good torition.                          |                  | activities from                            |                               |                                |
|      | Begin to show a change of                         | consistency, fluency and    | games using knowledge                        |  |                  | residential trips.                         |                               |                                |
|      | pace and timing in                                | clarity of movement.        | and skills.                                  |  |                  | residential trips.                         |                               |                                |
|      | movements.  | cianty of movement          | Modify competitive                           |  |                  |  |                               |                                |
|      | Move accurately to the                            | Analyse and comment on      | games.                                       |  |                  |  |                               |                                |
|      | beat.   | skills and techniques and   | 8  |  |                  |  |                               |                                |
|      | Improvise with                                    | how these are applied in    | Compare and comment on                       |  |                  |  |                               |                                |
|      | confidence, still                                 | their own and others'       | skills to support creation                   |  |                  |  |                               |                                |
|      | demonstrating fluency                             | work.                       | of new games.                                |  |                  |  |                               |                                |
|      | across the sequence.                              |                             |  |  |                  |  |                               |                                |
|      | across the sequence.                              | Use more complex            | Can make suggestions as                      |  |                  |  |                               |                                |
|      | Dance with fluency,                               | gymnastics vocabulary to    | to what resources can be                     |  |                  |  |                               |                                |
|      | linking all movements                             | describe how to improve     | used to differentiate a                      |  |                  |  |                               |                                |
|      | and ensuring they flow.                           | and refine performances.    | game.  |  |                  |  |                               |                                |
|      | Demonstrate consistent                            |                             |  |  |                  |  |                               |                                |
|      | precision when                                    | Develop strength,           | Apply knowledge of skills                    |  |                  |  |                               |                                |
|      | performing dance                                  | technique and flexibility   | for attacking and                            |  |                  |  |                               |                                |
|      | sequences.  | throughout performances.    | defending.                                   |  |                  |  |                               |                                |
|      | Modify parts of a                                 |                             |  |  |                  |  |                               |                                |
|      | sequence as a result of                           |                             | Use running, jumping,                        |  |                  |  |                               |                                |
|      | self and peer evaluation.                         |                             | throwing and catching in                     |  |                  |  |                               |                                |
|      | ·   |                             | isolation and in                             |  |                  |  |                               |                                |
|      | Uses more complex dance vocabulary to compare     |                             | combination.                                 |  |                  |  |                               |                                |
|      | and improve work.                                 |                             |  |  |                  |  |                               |                                |
|      | and improve work.                                 |                             |  |  |                  |  |                               |                                |