

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Games	<p>Games – Locomotion and stop/start activities</p> <p>Move confidently in a range of ways</p> <p>Negotiates space safely with consideration of myself and others</p> <p>Use movement skills to develop balance and coordination</p> <p>Show good control and co-ordination in large and small movements.</p> <p>Throw an object at a target.</p> <p>Describe how the body feels when still and when exercising.</p>	<p>Games - Throwing, Catching & Aiming</p> <p>Show control and accuracy when rolling a ball, throwing and aiming</p> <p>Track and receive a ball.</p> <p>Can get into good positions and aim at targets</p> <p>Performs various throwing techniques, using a beanbag.</p> <p>I can describe what my body feels like when I exercise</p> <p>Games – Bouncing and Dribbling games</p> <p>Show control and co-ordination when dribbling a ball with hands and having ball at feet.</p> <p>Copy a variety of actions and say why it is good</p> <p>Describe what it feels like when I breathe faster during exercise</p>	<p>Games - Sending & Receiving</p> <p>Perform a range of skills with control i.e. rolling, throwing, striking, kicking, catching, and apply these skills into game situations.</p> <p>React to situations in games that can help my partner and make it difficult for my opponents.</p> <p>Successfully send and receive a pass</p> <p>Can use space in a game</p> <p>Understand and can describe changes to my heart rate when playing different games</p> <p>Games – Creating and Inventing</p> <p>Can make up a game using games equipment that increases my heart rate</p> <p>Choose and use ideas that work for my game</p> <p>Understand and can describe changes to my heart rate when playing different games</p>	<p>Invasion Games – Football</p> <p>Use a range of football skills to help keep possession and control of the ball</p> <p>Pass, receive and dribble the ball, keeping control consistently</p> <p>Explain how to keep possession and describe how my team has achieved it</p> <p>Knows how to use space in games</p> <p>Communicate with others during game situations.</p> <p>Beginning to understand how to compete with each other with positive sporting attitudes.</p> <p>Striking and Fielding Games – Cricket</p> <p>Use a range of skills with increasing control</p> <p>Bowl underarm accurately</p> <p>Return the ball quickly and accurately</p> <p>Net Games – Tennis</p> <p>Vary the speed and direction of the ball</p> <p>Choose good places to stand when receiving and give reasons for my choice</p> <p>Describe what is successful in own and others' play</p>	<p>Invasion Games – Netball and Hockey</p> <p>Show a range of techniques when passing, e.g. high, low, bounced, fast, slow</p> <p>Use a range of tactics to keep possession of the ball</p> <p>Apply basic skills for attacking and defending.</p> <p>Use the knowledge learnt to make up suitable warm-up activities for the games being played</p> <p>Identify what they do best and what they find most difficult</p> <p>Play with greater speed and flow</p> <p>Striking and Fielding Games – Cricket</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Make the game harder for opponents with batting or throwing skills</p> <p>Intercept and stop the ball</p>	<p>Invasion Games – Basketball and Tag Rugby</p> <p>Perform a variety of skills with control, accuracy and confidence</p> <p>Change direction and speed when dribbling the ball</p> <p>Keep and use rules given</p> <p>Can look for specific things in a game and explain how well they are being done</p> <p>Consistently apply skills for attacking and defending</p> <p>Keeps possession when under pressure</p> <p>Find ways to get the ball towards my opponents' goal in competitive situations</p> <p>Use a variety of tactics to keep the ball, e.g. changing speed and direction</p> <p>Choose and use skills that meet the needs of the situation consistently</p> <p>Striking and Fielding Games – Cricket</p> <p>Direct the ball away from fielders, using different angles and speeds</p> <p>Hit the ball from both sides of the body</p> <p>Outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding</p> <p>Net Games – Tennis</p> <p>Direct the ball well towards my opponent's court or target area</p> <p>Show good backswing, follow through and feet positioning</p>	<p>Invasion Games – Football and basketball</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation</p> <p>Choose when to pass or dribble, so that I keep possession and make progress towards the goal/basket</p> <p>Use attacking and defending skills appropriately in games</p> <p>Organise their team to think of ideas to be more successful</p> <p>Recognise and describe the best points in an individual's and a team's performance</p> <p>Striking and Fielding Games – Cricket</p> <p>Bat effectively, using different types of shots</p> <p>Can recognise their own and others' strengths</p> <p>Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding</p> <p>Net Games – Tennis</p> <p>Use right and left side hand and foot movements in combination (linked with forehand & backhand actions)</p> <p>Demonstrate a basic overarm serve and return of serve technique</p> <p>Develop a volley action and apply it in a game</p> <p>Work well with a partner and adapt play to suit their own and others' strengths</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis]</p>

Gymnastics	<p>Travel in different ways.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Take body weight on my hands for short periods of time</p> <p>Create a short sequence of movements.</p> <p>Describe how the body feels when still and when exercising.</p> <p>Begin to balance with control.</p> <p>Make shapes with their bodies, according to commands.</p>	<p>Show different travelling actions and balances on different levels and stay still when I need to</p> <p>Show different gymnastics floor shapes (e.g. Tuck, Pike, Straight, Star)</p> <p>Use basic jumping and landing techniques over blocks and balance on and off beams</p> <p>Link and repeat basic gymnastic actions</p> <p>Beginning to develop the techniques for a forward roll and Log roll</p> <p>Can carry and place appropriate apparatus safely, with guidance.</p> <p>Perform gymnastic actions, including travelling, rolling, jumping and climbing on apparatus</p> <p>Perform balances making my body tense, stretched and curled e.g. Front support, Back support</p> <p>Create and perform sequences with control and accuracy</p> <p>Knows when the body is active and can talk about the difference between tension and relaxation</p>	<p>Take body weight on different body parts with and without apparatus</p> <p>Accurately repeat sequences of gymnastic actions with control and coordination using floor and apparatus</p> <p>Perform body shapes and balances with control and precision</p> <p>Developing the strength and co-ordination skills required to perform a forward roll</p> <p>Show quality jumping and safe landing techniques</p> <p>Create and perform combinations of gymnastic balances dynamic and still e.g. Arabesque and T,Y,I,L</p> <p>Can recognise and avoid risks when handling and placing apparatus independently</p> <p>I can accurately repeat sequences of gymnastic actions</p> <p>I can create, repeat and perform a short sequence in which there is a clear beginning, middle and end. Introducing start and finish positions</p> <p>Select aspects of my sequence to improve and say how to improve it</p>	<p>Improve a short sequence of movements through practise</p> <p>Show control, accuracy and fluency of movement when performing actions on their own</p> <p>Hold Point balances and transition smoothly into and out of them.</p> <p>Identify when my body is warm and ready for gymnastics</p> <p>Create a sequence to show different levels, speeds or directions e.g. Forward Roll into Shapes or Jumps</p> <p>Explore matching and contrasting shapes with increased flexibility and extension</p> <p>Improve actions or short sequences with practise and improve the quality of the actions and transitions</p> <p>Find places to perform gymnastic shapes on the apparatus individually and in a pair</p> <p>Understand the process for improving my performance</p>	<p>Develop and refine body management during take-off and landing using the trigger sequence: Lift, Bend, Arms, Swing</p> <p>Perform a take-off with fluency, using increasing control and accuracy e.g. Pin, Tuck, Star, Half turn, Full turn</p> <p>Perform combinations of actions that show clear differences between levels and direction e.g. Forward roll into Jump or Cartwheel into Balance</p> <p>Make simple assessments of performances based on our success criteria</p> <p>Use appropriate vocabulary to evaluate performances.</p>	<p>Perform shapes consistently and fluently linked with other gymnastic actions e.g. Tuck shape and straddle lever</p> <p>Perform a take-off with fluency using control and accuracy</p> <p>Perform link travelling actions and rolls from high/low apparatus to mats with flexibility to improve the quality of actions</p> <p>Link travelling actions and rolls from high/low apparatus to mats</p> <p>Develop rolls/tumbles and the technique when performing them in a sequence</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances</p> <p>Devise warm up routines that prepare them for their gymnastics work based around strength and conditioning</p>	<p>Demonstrate different counter balances with a partner using Counter Balance and Counter Tension</p> <p>Combine and perform complex balances with technique, control and fluency e.g. Bridge, Side Support, Handstand and partner or small group balances</p> <p>Gradually increase the length of sequence work with a partner and in a group</p> <p>Showing consistency, fluency and clarity of movement.</p> <p>Analyse and comment on skills and techniques, and how these are applied in their own and others' work</p>	<p>Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p>
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Athletics	<p>Run in different ways for a variety of purposes.</p> <p>Run and stop with control</p> <p>Throwing larger balls and beanbags at a target</p> <p>Jump and hop with bent knees landing safely</p>	<p>Run at different speeds continuously and show the difference (e.g. jog, run, sprint)</p> <p>Jump, Leap, Hop and choosing which one allows to jump furthest</p> <p>Can throw towards a target underarm and overarm</p> <p>Describe what happens to my heart during different types of athletic activity</p>	<p>Use different techniques, speeds and effort to meet challenges e.g. running distance, throwing accuracy/distance and jump selection</p> <p>Change speed and developing stamina whilst running to meet the needs of a game</p> <p>Performs a variety of throws with control and co-ordination e.g. Pull Throw.</p> <p>Develop jumping, hopping and skipping actions</p> <p>Observe and identify what is needed for performances to improve</p>	<p>Run and Coordinate their bodies with increased consistency and smoothly at different speeds</p> <p>Demonstrate different combinations of jumps with control, coordination and consistency e.g. Hop, Step and Jump</p> <p>Develop technique & show control consistency when jumping for distance/ height in a range of approaches and take off positions</p> <p>Explore the technique for a pull throw using a selection of equipment</p> <p>Throw at a target area with consistency and accuracy throw</p> <p>consistency using the sprinting technique.</p>	<p>Watch and describe specific aspects of running, jumping and throwing</p> <p>Show a variety of running techniques and sustain pace over longer distances.</p> <p>Develop technique when jumping for distance.</p> <p>Show increasing power and control in different types of jumps e.g. Two feet to two feet, Two feet to one foot, One foot to two feet and One foot to other foot</p> <p>Explore power and technique when throwing for distance in a pull and heave throw</p>	<p>Take part in a Relay event</p> <p>Apply fluency and co-ordination when running for speed in relay changeovers e.g. Visual and Blind handoffs</p> <p>Perform a range of more complex jumps using the Triple jump and Standing Long Jump technique e.g. explore technique and rhythm in the triple jump</p> <p>Demonstrate accuracy & confidence when developing technique and power in javelin and shot put, using the Push and Pull throw technique</p> <p>Describes good athletic performance using correct vocabulary.</p>	<p>Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique</p> <p>Develop power, control and technique in the standing long jump and triple jump</p> <p>Develop power, control when throwing using the pull, push and sling technique</p> <p>Organise themselves and others safely in different roles as a coach, performer and official.</p> <p>Identify parts of the performance that need to be practised and refined, and suggest improvements</p> <p>Record peers' performances, and evaluate these.</p> <p>Describes and improves athletic performance using appropriate vocabulary.</p>	

<p>Dance</p>	<p>Explore and copy basic body actions and rhythms.</p> <p>Use a variety of moves that change speed and direction.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Use different actions to show weather and seasons.</p> <p>Copy simple movements from others and explore those movements e.g. Ice dance, Barn dance & sea side</p> <p>Talk about dance and link movement to moods, ideas and feelings</p> <p>Knows where the heart is and understands why it beats faster when</p>	<p>Explore actions in response to different sounds and tasks that animals have to complete</p> <p>Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness.</p> <p>Explain how my body feels after dance activities</p>	<p>Perform a short dance phrase with expression.</p> <p>Beginning to improvise with a partner to create a simple dance using dance action cards.</p> <p>Use a range of expressive language to describe dance.</p> <p>Sustain my effort when I dance</p>	<p>Use a range of dance techniques to create a movement sequence e.g. Locomotor, Non- Locomotor, Isolation & Retrograde</p> <p>Use narrative ideas and respond through movement</p> <p>Suggest how a dance performance can be improved and can communicate more effectively</p> <p>Describe and interpret dance movements using appropriate vocabulary</p>	<p>Perform specific movement patterns for different dance styles with accuracy</p> <p>Apply and perform a broad range of movements with accuracy and timing</p> <p>Use more complex dance vocabulary to compare and improve work e.g. Patterns, figures, variations</p>	<p>Moves appropriately and with the required style in relation to the stimulus – Lindy Hop</p> <p>Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship</p> <p>Is able to repeat dance sequences accurately e.g. Lindy Hop lifts – Titanic, Cradle, Back to back and Rock step</p> <p>Modifies motifs and whole dances as a result of self and peer evaluation</p> <p>Select types of exercise needed to help with my dancing – Aerobic, Zumba</p>	<p>Perform dances using advanced dance techniques within a range of dance styles and forms</p>
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<p>Outdoor adventurous activities</p>					<p>Uses simple maps and map symbols within the school context.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Identify what was completed well and changes that could improve our performance</p> <p>Show resilience through trust and challenge activities</p>	<p>Choose and apply strategies to solve problems with others.</p> <p>Able to orienteer successfully in known environments</p> <p>To work with a partner or as part of a team to plan strategies to meet a range of different physical challenges</p> <p>Use and interpret a variety of maps with a range of symbols in the local area (Grange Park)</p> <p>Demonstrates an understanding of how to stay safe and keep others safe</p>	<p>Use and interpret a variety of maps in a wider unknown area (e.g. Hampstead Heath)</p> <p>Able to orienteer successfully in unknown environments</p> <p>Devise, choose and apply a range of strategies to solve problems collaboratively.</p> <p>Demonstrates an understanding of how to stay safe, keep others safe and manage risk appropriately.</p> <p>Know how to prepare physically, organise myself and others in order to be safe and efficient</p>	
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<p>Swimming and water safety</p>				<p>Swim confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue</p> <p>Understands water safety in different water-based situations</p>	<p>Swim confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue</p> <p>Understands water safety in different water-based situations</p>	<p>Swim confidently and proficiently over a distance of at least 25 metres.</p> <p>Can use a range of strokes effectively.</p> <p>Can perform safe self-rescue</p> <p>Understands water safety in different water-based situations</p>		
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