

EYFS	Key Stage 1			Key Stage 2				
			Dance					
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Learn skills of running, jumping and throwing with a range of equipment. Vary speed of running based on commands given. Use comparative language i.e. faster, longer, and be able to physically demonstrate this.	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to a range of stimuli.	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add a change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs.	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and		
		dance using appropriate vocabulary.	motifs to create a larger sequence.		sequence.	motifs.		



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of a sequence as



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		a result of self	Is able to move
		and peer	to the beat
		evaluation.	accurately in
			dance
		Uses more	sequences.
		complex dance	
		vocabulary to	Improvises with
		compare and	confidence, still
		improve work	demonstrating
			fluency across
			their sequence.
			Dances with
			fluency, linking
			all movements
			and ensuring
			they flow.
			Demonstrates
			consistent
			precision when
			performing
			dance
			sequences.
			Modifies parts
			of a sequence as
			a result of self
			and peer
			evaluation.



						Uses more complex dance vocabulary to compare and
						improve work.
			Gym			
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move confidently	Copies and explores	Explores and creates	Applies	Links skills with	Select and	Plan and
and safely in their	basic movements with	different pathways	compositional ideas	control, technique,	combine their	perform with
own and general	some control and	and patterns.	independently and	coordination and	skills, techniques	precision,
space. (Negotiating	coordination.	and patterns.	with others to	fluency.	and ideas.	control and
space effectively –		Uses equipment in a	create a sequence.	,		fluency, a
under, round, over	Can perform different	variety of ways to		Understands	Apply combined	movement
equipment and	body shapes	create a sequence	Copies, explores and	composition by	skills accurately	sequence
obstacles)			remembers a	performing more	and	showing a wide
	Performs at different	Link movements	variety of	complex sequences.	appropriately,	range of actions
Move and stop,	levels	together to create a	movements and		consistently	including
recognising both		sequence	uses these to create	Beginning to use	showing	variations in
commands and	Can perform 2 footed		their own sequence.	gym vocabulary to	precision,	speed, levels
acting upon them	jump			describe how to	control and	and directions.
immediately.			Describes their own	improve and refine	fluency.	
	Can use equipment		work using simple	performances.		Performs
Show contrast with	safely		gym vocabulary.		Draw on what	difficult actions,
their bodies				Develops strength,	they know about	with an
including tall/short,	Balances with some		Beginning to notice	technique and	strategy, tactics	emphasis on
	control		similarities and	flexibility	and composition	extension, clear



wide/thin,	Can link 2-3 simple	differences between	throughout	when	body shape and
straight/curved)	movements	sequences.	performances.	performing and	changes in
Copy simple				evaluating.	direction.
movements and		Uses turns whilst	Creates sequences		
simple sequences.		travelling in a	using various body	Analyse and	Adapts
		variety of ways.	shapes and	comment on	sequences to
Make shapes with			equipment.	skills and	include a
their bodies,		Beginning to show		techniques and	partner or a
according to		flexibility in	Combines	how these are	small group.
commands.		movements	equipment with	applied in their	
			movement to	own and others'	Gradually
Jump off an object		Beginning to	create sequences.	work.	increases the
and land		develop good			length of
appropriately		technique when		Uses more	sequence work
		travelling, balancing,		complex gym	with a partner
		using equipment etc		vocabulary to	to make up a
				describe how to	short sequence
				improve and	using the floor,
				refine	mats and
				performances.	apparatus,
					showing
				Develops	consistency,
				strength,	fluency and
				technique and	clarity of
				flexibility	movement.
				throughout	
				performances.	Draw on what
					they know
				Links skills with	about strategy,
				control,	tactics and



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		technique,	composition
		coordination	when
		and fluency.	performing and
			evaluating.
		Understands	
		composition by	Analyse and
		performing	comment on
		more complex	skills and
		sequences.	techniques and
		·	how these are
			applied in their
			own and others'
			work.
			Uses more
			complex gym
			vocabulary to
			describe how to
			improve and
			refine
			performances.
			Davidana
			Develops
			strength,
			technique and
			flexibility
			throughout
			performances.



	Games						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Work individually	Can travel in a variety	Confident to send	Understands tactics	Vary skills, actions	Vary skills,	Vary skills,	
and with others.	of ways including	the ball to others in a	and composition by	and ideas and link	actions and	actions and	
Engage in	running and jumping.	range of ways.	starting to vary how	these in ways that	ideas and link	ideas and link	
cooperative			they respond.	suit the activity of	these in ways	these in ways	
physical activities	Beginning to perform	Beginning to apply		the game.	that suit the	that suit the	
	a range of throws.	and combine a	Vary skills, actions		activity of the	activity of the	
Participate in team		variety of skills (to a	and ideas and link	Shows confidence	game.	game.	
games.	Receives a ball with	game situation)	these in ways that	in using ball skills in			
	basic control.		suit the activity of	various ways, and	Shows	Shows	
Understand how to		Develop strong	the game.	can link these	confidence in	confidence in	
use equipment	Beginning to develop	spatial awareness.		together. e.g.	using ball skills	using ball skills	
safely.	hand-eye		Beginning to	dribbling, bouncing,	in various ways,	in various ways,	
	coordination.	Beginning to develop	communicate with	kicking	and can link	and can link	
		own games with	others during game		these together.	these together	
	Participates in simple	peers.	situations.	Uses skills with		effectively. e.g.	
	games.			coordination,	Uses skills with	dribbling,	
		Understand the	Uses skills with	control and fluency.	coordination,	bouncing,	
		importance of rules	coordination and		control and	kicking	
		in games.	control.	Takes part in	fluency		
				competitive games		Keeps	
		Develop simple	Develops own rules	with a strong	Takes part in	possession of	
		tactics and use them	for new games.	understanding of	competitive	balls during	
		appropriately.		tactics and	games with a	games	
			Makes imaginative	composition.	strong	situations.	
			pathways using the		understanding		
			equipment.				



Reginn	ing to develop		Can create their	of tactics and	Consistently
	lerstanding of	Works well in a	own games using	composition.	uses skills with
	ng/ defending	group to develop	knowledge and	33111931110111	coordination,
detacki	ing, determing	various games.	skills.	Can create their	control and
		various gamesi	3141131	own games	fluency.
		Beginning to	Works well in a	using knowledge	nachey.
		understand how to	group to develop	and skills.	Takes part in
		compete with each	various games.	aria skiiis.	competitive
		other in a controlled	various games.	Can make	games with a
		manner.	Compares and	suggestions as	strong
			comments on skills	to what	understanding
		Beginning to select	to support the	resources can be	of tactics and
		resources	creation of new	used to	composition.
		independently.	games.	differentiate a	, , , , , , , , , , , , , , , , , , ,
		,		game.	Can create their
			Can make		own games
			suggestions as to	Apply basic skills	using knowledge
			what resources can	for attacking and	and skills.
			be used to	defending.	
			differentiate a		Modifies
			game.	Uses running,	competitive
				jumping,	games.
			Apply basic skills for	throwing and	
			attacking and	catching in	Compares and
			defending.	isolation and	comments on
				combination.	skills to support
			Uses running,		the creation of
			jumping, throwing		new games.
			and catching in		



				isolation and combination.		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.
			Athletics			
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn skills of running, jumping and throwing with a range of equipment.	Can run at different speeds. Can jump from a standing position.	Can change speed and direction whilst running.	Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country	Beginning to build a variety of running techniques and use with confidence.	Beginning to build a variety of running techniques and	Beginning to build a variety of running techniques and



		Can jump from a		Can perform a	use with	use with
Vary speed of	Performs a variety of	standing position	Can perform a	running jump with	confidence.	confidence.
running based on	throws with basic	with accuracy.	running jump with	more than one		
commands given.	control.		some accuracy.	component. e.g.	Can perform a	Can perform a
		Performs a variety of		hop skip jump	running jump	running jump
Use comparative		throws with control	Performs a variety	(triple jump)	with more than	with more than
language i.e. faster,		and coordination.	of throws using a		one component.	one component.
longer, and be able			selection of	Demonstrates	e.g. hop skip	e.g. hop skip
to physically		preparation for shot	equipment.	accuracy in	jump (triple	jump (triple
demonstrate this		put and javelin		throwing and	jump)	jump)
			Can use equipment	catching activities.		
		Can use equipment	safely and with good		Beginning to	Beginning to
		safely	control.	Describes good	record peers	record peers
				athletic	performances,	performances,
				performance using	and evaluate	and evaluate
				correct vocabulary.	these.	these.
				Can use equipment safe	Demonstrates accuracy and confidence in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching activities.
					Describes good athletic performance using correct vocabulary.	Describes good athletic performance using correct vocabulary.



					Can use equipment safely and with good control.	Can use equipment safely and with good control.
			Swimming	5		
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	
					Performs safe self-rescue in different waterbased situations.	