

Early Years Foundation Stage

Experiments with different ways of moving.
 Jumps off an object and lands appropriately.
 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
 Travels with confidence and skill around, under, over and through balancing and climbing equipment.
 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
 Uses simple tools to effect changes to materials.
 Handles tools, objects, construction and malleable materials safely and with increasing control.

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
 Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
 Shows understanding of how to transport and store equipment safely.
 Practices some appropriate safety measures without direct supervision.

Early Learning Goal

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key Stages 1 and 2

Dance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Responds to a range on stimuli. Link movements to mood, ideas and feelings Copies and explores basic movements and body patterns. Chooses movements to make into their own phrases. Remembers simple dance moves. Can describe different movements 	<ul style="list-style-type: none"> Explore actions in response to stimuli. Copies and explores basic movements with clear control. Explore ideas, moods and feelings by improvising and experimenting with movement. Make a short dance phrase that expresses moods and feelings Repeat and perform a short dance phrase improving control. 	<ul style="list-style-type: none"> Responds to stimuli using language and movement. Beginning to improvise independently to create a simple dance. Explore and develop new actions while working with a partner or a small group. Link actions to make a dance phrase with a partner or a small group. Perform short dances with expression, showing an awareness of others. Recognise 'unison' and 'cannon' in dances. 	<ul style="list-style-type: none"> Think about character and narrative ideas and respond through movement. Experiment with a wide range of actions individually, with a partner or in a group. Use different ideas to create motifs using unison and canon. Practise and combine more complex phrases. Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> Choose appropriate material to create motifs in a dance style. Begin to exaggerate dance movements where necessary showing appropriate expression Perform specific skills and movement patterns and different dance styles with accuracy. Compose, develop and adapt motifs to make dance phrases and use these in longer dances. 	<ul style="list-style-type: none"> Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship. Perform with confidence using a range of movement patterns. Select and use a range of compositional ideas to create motifs that

	<ul style="list-style-type: none"> • Can describe a short dance using appropriate vocabulary 	<ul style="list-style-type: none"> • Uses simple dance vocabulary to compare and improve work. 		<ul style="list-style-type: none"> • Use dance terminology to identify different styles of dance. • Suggest ways to develop their technique and composition. 	<p>demonstrate their dance idea.</p> <ul style="list-style-type: none"> • Use appropriate language and terminology to describe, interpret and evaluate their own and other' work. • Recognise how costume, music and set can help to improve a dance performance.
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Vocabulary

Compose Timing Gesture Movement Dance phrase Choreography Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Spinning Turning Warm up Cool down Speeds Levels Copy Watch Describe Travel Slide Spinning Turning Evaluate Rolling Jump Timing Beats	Compose Perform Performance Pattern Express Dance phrase Explore Direction Pathways Music Travel Slide Spinning Turning Rolling Jump Spring Speeds Levels Evaluate Tension Control Extension Warm up Cool down Timing Beats	Turn Gesture Jump Travel Express Explore Mimic Mime Timing Music Flow Movement Patterns Motif Beats Rhythm Machinery Robotic Aesthetic Dynamic Transition Rotation Performance Perform Warm up Cool down Evaluate	Unison Flow Choreograph Bouncy Rio de Janeiro Samba Formation Canon Explore Audience Narrative Character transition mirroring Music Beats Rhythm matching gestures performance Perform Warm up Cool down Evaluate Stimuli Improvise	Turn Gesture Jump Stillness Travel Expression Clarity Mimic Mime Formation Explore Relationship Timing Music Movement Patterns Motif Music Beats Rhythm Machinery Performance Perform Robotic Action Reaction Warm up Cool down Evaluate Improvise	Turn Gesture Jump stillness travel expression Combine clarity mimic mime Explore timing movement Structure Fluent patterns Music motif music beats Performance Perform rhythm Fitness Health and well being Warm up Cool down Evaluate Improvise
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Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Copies and explores basic movements. Perform simple gymnastics movements (jump, roll, travel, climb and still) Use space safely, being aware of others and apparatus. Make up and perform simple movement phrases. Link and perform basic gymnastic actions. Perform movements with some control and accuracy. Know the difference between tension and relaxation. Carry apparatus safely with guidance Watch and describe a basic phrase using accurate language. 	<ul style="list-style-type: none"> Perform a range of actions with control and coordination Repeat sequences of gymnastics actions Move smoothly from a position of stillness to a travelling movement. Move smoothly from a position of stillness to another. Create, repeat and perform a short sequence. Include apparatus or a partner Vary sequence using floor, mats and apparatus. Recognise and avoid risk when handling and placing apparatus. Describe their own or their partners sequence accurately. Choose one aspect of their performance to improve and say how to improve it. 	<ul style="list-style-type: none"> Explore use of floor, mat and apparatus using shape, balance and travel. Practise an action or short sequence and improve its quality. Show control, accuracy and fluency when performing actions. Create and perform a gymnastics sequence. Adapt a sequence to include different levels, speeds or directions. Work well on their own and work well with pair sequence. Understand that strength and suppleness are parts of fitness. Explain the similarities/ differences between two performances. Understand what is involved in improving the quality of a performance. 	<ul style="list-style-type: none"> Perform a range of actions with consistency, fluency and clarity of movement. Make shapes on the floor and apparatus, working with a partner. Combine actions and maintain the quality when performing with a partner. Combine actions to make sequences, changing speed, level, direction and shape. Gradually increase length of sequence. Work with a partner to make a short sequence on floor, mats and apparatus. Devise routines of stretching exercises that prepare them for their gym work. Make simple assessment of performance based on criteria given my teacher. Refine their sequence and others' work. Offer constructive ideas when working with a partner. 	<ul style="list-style-type: none"> Perform combinations of actions that show clear levels, speeds and directions Perform actions, shapes and balances clearly, consistently and fluently Repeat a longer sequence with extension, clear body shape and changes in direction. Adapt sequences to include a partner or small group. Watch and comment on the quality of movements, shapes and balances. Identify which aspect were performed accurately, fluently and clearly. Suggest improvements to speed direction and level in composition. 	<ul style="list-style-type: none"> Perform fluently and with control, even when performing difficult combinations Work well with a partner of a small group to practise and refine their work. Make up longer sequences and perform them with fluency and clarity of movement. Vary direction, levels and pathways to improve the look of a sequence Use planned variations and contrasts in actions and speed in their sequence.

Vocabulary

Points Patches high low travel strong (tension) stretch (extension) control Flight Bounce Jump Flexible Balance Stretch	High Low Travel Slide Rolling Jump Land Flexible Tension Extension Stretch Balance Spin Shape Linking	Pathway Flexible Direct Travel Stretch Wide Thin Long Short Curled Roll Jump Levels Speeds Sequence	Balance Travel Shape Extension Tension Direction Sliding Rolling Contrasting Communication co-operation receiving weight jumping bunny hop leaping	Bridges Balance Travel Shape Roll Turn Jump Slide Levels Speed Direction Sequence Extension Tension Strong	Counter-balance Counter-tension Balance Travel Shape Extension Tension Matching Mirroring contrasting communication leadership Synchronisation Canon Warm up
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Spin Shape Land Wide Narrow Curled Warm up Cool down	sequence Technique Warm up Cool down Leap Direction	Contrasting Acceleration deceleration Direction forwards backwards sideways co-ordination leap Spin side step tension extension even uneven symmetrical asymmetrical balance	cart-wheel twisting turning speeds levels Spin flexibility co-ordination Warm up Cool down	contrasting communication leadership Spin Rotate Axis Flight Wheel Spring Leap take-off land clock wise & anticlock wise Warm up Cool down	Cool down
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Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can travel in a variety of ways including running and jumping. • Beginning to perform a range of throws. • Roll, throw, strike and kick with some basic control. • Receives a ball with basic control. • Beginning to develop hand-eye coordination • Participates in simple games. 	<ul style="list-style-type: none"> • Confident to send the ball to others in a range of ways. (rolling, striking, throwing and kicking). • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/defending. 	<ul style="list-style-type: none"> • Understands 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. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control (passing, dribbling, striking, throwing and catching). • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. <i>dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • Uses skills with co-ordination, control and fluency with greater speed and flow. • Takes 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. • Uses running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together effectively. • e.g. <i>dribbling, bouncing, kicking</i> • Keeps possession of balls during games situations. • Consistently uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modifies competitive games. • Compares and comments on skills to support creation of new games.

		<ul style="list-style-type: none"> Beginning to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. 		<ul style="list-style-type: none"> 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.
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Vocabulary

Actions Throw Catch Pass Receive Bounce Roll Dribble Hit Space Move Safety Looking stopping control target aiming Warm up Cool down	Throw Catch Pass Receive Bounce Roll Control Dribble Hit Space Move Safety Looking Stopping Evaluate controlling defender attackers Rules Warm up Cool down Calling Signalling	Dribble Send Pass Receive Calling Signalling Space Movement scoring High Low Tactics Space Opponent target throw catch Evaluate feed aiming striking hitting Rules Overarm under arm fielding Net games chasing rolling barrier space movement team work scoring Warm up Cool down	High Low Space Opponent target throw catch feed aiming Chest pass agility push pass Bounce pass Opponent Movement Accurate dodging Control Signalling Evaluate Tactics Overarm under arm Rules Warm up Cool down	Chest pass push pass space opponent target movement accurate control signalling balance strength agility Throw Send Receive Catch Calling dodging Striking Hitting Fielding Chasing Rolling Movement team work Overarm under arm scoring Evaluate Health Fitness Well-being Tactical Warm up Cool down	Dribble Pass Invasion Signal Receive Tackle Defend Attack Accuracy team work strategy agility space control dodging technique Throw Send Catch Calling Striking Hitting Fielding Chasing Rolling Bowling Overarm under arm space movement scoring Fitness Well-being Evaluate Warm up Cool down
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Athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can run at different speeds. • Can jump from a standing position • Performs a variety of throws with basic control. 	<ul style="list-style-type: none"> • Can change speed and direction whilst running. • Can jump from a standing position with accuracy. • Performs a variety of throws with control and co-ordination. (<i>preparation for shot put and javelin.</i>) • Can use equipment safely • 	<ul style="list-style-type: none"> • Beginning to run at speeds appropriate for the distance. • <i>e.g. sprinting and cross country</i> • Can perform a running jump with some accuracy • Performs a variety of throws using a selection of equipment. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> • Demonstrates accuracy in throwing and catching activities. • Watch and describe specific aspects of running, jumping and throwing activities using the correct vocabulary. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a range of jumps showing power and control. • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. Can suggest ways to improve performances. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a range of jumps showing power, control and consistency at both take-off and landing. • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. Identify parts of the performance that need to be practised and refined and suggest improvements. • Can use equipment safely and with good control.

Vocabulary

Running Jumping Throwing co-ordination strength power control copy warming up cooling down heart rate space speed take-off distance direction pick up put down relays	Running Jumping Throwing Agility Control Travel warming up cooling down heart rate strength power heart rate space co-ordination speed take-off pathways Aim Landing Force target tactic distance direction	Running Jumping Throwing Control Travel warming up cooling down heart rate strength power space speed take -off landing Tactic Force Technique Measure Co-ordination Pathways target distance	Running Jumping Throwing Control Travel warming up cooling down heart rate space speed spatial awareness take-off landing strength power pathways force target measure distance tactic direction co-ordination	Running Jumping Throwing Control Travel warming up cooling down heart rate space speed spatial awareness take-off landing strength power force pathways measure target tactic distance direction co-ordination	Running Jumping Throwing Control Travel warming up cooling down heart rate space speed spatial awareness take-off landing pathways strength circuit covert force power target measure Angles acceleration
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	pick up put down relays	direction pick up put down relays estimating	pick up put down relays estimating Actions Fitness	pick up put down down sweep acceleration Well-being take-over upsweep relays estimating	tactic distance direction co-ordination apply pick up put down relays estimating
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Outdoor Adventurous Activities

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group with some support. Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group with minimal support. Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> Develops strong listening skills. Uses and interprets simple maps and plans. 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. Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> Develops strong listening skills. Uses and interprets simple maps and plans Think activities through and problem solve using general knowledge. Recognise similarities between challenges and chooses efficient approaches to new ones. Discuss and work with others in a group in a variety of different challenges. Demonstrates an understanding of how to stay safe.

Vocabulary

		Team Work navigation map reading symbols diagram co-operation sharing lifting carrying obstacles rules Key control copy travel	Team Work Navigation map reading symbols diagram analyse co-operation sharing Spatial awareness evaluate Describe Key lifting carrying obstacles	TeamWork navigation map reading symbols diagram analyse co-operation sharing spatial awareness lifting carrying Key review Orienteering Problem solving	Team Work Navigation map reading symbols diagram analyse co-operation sharing lifting Adapt Compass Estimate Map styles Spatial awareness Key
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		warming up cooling down heart rate space Skills Solve Challenge	rules control copy travel warming up cooling down heart rate space Skills Solve Challenge	Quickest route obstacles control copy travel warming up cooling down heart rate space evaluate	carrying obstacles rules control copy travel warming up cooling down heart rate space Group Orienteering Problem solving
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Swimming

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>As pupils all begin swimming at very different starting points, progression is highly individualised:</p> <ul style="list-style-type: none"> • 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 water-based situations. 	

Evaluation

KS1	Lower KS2	Upper KS2
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<ul style="list-style-type: none"> •Can comment on own and others performance •Can give comments on how to improve performance. •Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Beginning 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. 	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make suggestions on how to improve their work, commenting on similarities and differences.
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Healthy Lifestyle

KS1	Lower KS2	Upper KS2
<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Knows that they need to warm up and cool down. • Knows where their heart is and how the rate changes when we exercise • Can explain the importance of exercise and a healthy lifestyle. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down and can offer suggestions suitable for the activity they are doing. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. • Know the importance of being fit and what types of fitness are needed for different activities. • Understands the need to warm up and cool down and can lead their own which is suitable to the activity they are doing. • Understand the excitement and enjoyment of completing a challenge.