	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	**Developing Skills** **Core** •Follow the leader, for example jumping, hopping and skipping •Respond to different stimuli and music with a range of actions •Copy and explore basic body actions demonstrated by the teacher •Copy simple movement patterns from each other and explore the movement **Selecting & applying skills & tactics** **Core** •Compose and link movement phrases to make simple dances with clean beginning, middle and end •Practise and repeat their movement phrases and perform them in a controlled way	**Developing Skills** **Core** •Link several movements together with control and coordination •Talk about different stimuli and music as the starting point for creating dance phrases and short dances •Explore actions in response to stimuli and explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of possible movements **Selecting & applying skills & tactics** Core •Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings •Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness	**Developing Skills** **Core** •Improvise freely with a partner translating ideas from stimuli to movement •Show an imaginative response to different stimuli and music through their use of language and choice of movement •Incorporate different qualities and dynamics into their movements •Explore and develop new actions while working with a partner or a small group **Selecting & applying skills & tactics** **Core** •Know how to apply basic compositional ideas to create dances which convey feelings and emotions •Know how to link actions to make dance phrases, working with a partner and in a small group •Perform short dances with expression, showing an awareness of others when moving •Describe what makes a good dance phrase	**Developing Skills** **Core** •Respond and perform with a partner, demonstrating actions that link with fluency and accuracy •Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases •Use a range of actions and begin to combine movement phrases and patterns •Begin to respond within a small group, to different speeds and levels **Selecting & applying skills & tactics** **Core** •Begin to design their own movement phrases that respond to stimuli or emotion •Remember, perform and evaluate short dance phrases, showing an understanding and an awareness of others •Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group	**Developing Skills** **Core** •Respond to a variety of stimuli showing a range of actions performed with control and •Consider character and narrative ideas created by the stimulus, and respond through movement •Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group **Selecting & applying skills & tactics** **Core** •Create and perform dances using a range of movement patterns in response to a range of stimuli •Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer •Remember, practise and combine longer, more complex dance phrases	**Developing Skills** **Core** •Perform a variety of dance styles with accuracy and consistency •Explore, improvise and choose appropriate material to create new motifs in a chosen dance style •Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns **Selecting & applying skills & tactics** **Core** •Extend compositional skills incorporating a wider range of dance styles and forms •Select and use a range of compositional ideas to create motifs that demonstrate their dance idea

Games	Developing Skills **Core**	Developing Skills **Core**	Developing Skills **Core**	Developing Skills **Core**	Developing Skills **Core**	Developing Skills **Core**
	•Throw and catch a ball with a partner •Move fluently, changing direction/speed easily and avoiding collisions •Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking **Selecting & applying skills & tactics** **Core** •Choose and use skills effectively for particular games •Use skills in different ways in different games and try to win by changing the way they use skills in response to their opponents' actions	•Pass a ball accurately to a partner over a variety of distances •Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control •Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run **Selecting & applying skills & tactics** **Core** •Vary skills and show some understanding of simple tactics •Choose and use tactics to suit different situations, and react to situations in a way that helps their partners and makes it difficult for their opponents	•Travel with control whilst bouncing a ball •Use a range of skills to help them keep possession and control of the ball •Perform the basic skills needed for the games with control and consistency **Selecting & applying skills & tactics** **Core** •Use a range of skills to keep possession and make progress towards a goal, on their own and with others •Choose good places to stand when receiving, and give reasons for their choice •Choose and use batting or throwing skills to make the game hard for their opponents	•Travel with a ball showing increasing control using both hands and feet •Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team •Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations **Selecting & applying skills & tactics** **Core** •Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game •Choose where they should position themselves to be a defender and an attacker •Choose the best skills to use when playing different sides within a game	•Travel with a ball showing changes of speed and directions using either foot or hand •Use a range of techniques when passing, e.g. high, low, bounced, fast, slow •Keep a game going using a range of different ways of throwing •Strike a ball with intent and throw it more accurately when bowling and/or fielding **Selecting & applying skills & tactics** **Core** •Effectively play a competitive net/wall game, keep and use rules they are given •Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights •Judge how far they can run to score points	•Dribble effectively around obstacles •Throw with precision and accuracy when sending and receiving •Perform skills with accuracy, confidence and control, adapting them to meet the needs of the situation •Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game •Use different ways of bowling **Selecting & applying skills & tactics** **Core** •Play recognised version of net game showing tactical awareness and knowledge of rules and scoring •Play, choosing and using skills which meet the needs of the situation

						•Choose when to pass or dribble, so that they keep possession and make progress towards the goal •Hit the ball with purpose, varying the speed, height and direction
Gymnastics	**Developing Skills** **Core** •Perform basic gymnastic actions like travelling, rolling and jumping •Manage the space safely, showing good awareness of each other, mats and apparatus **Selecting & applying skills & tactics** **Core** •Make up simple movement phrases in response to simple tasks •Link and repeat basic gymnastic actions and perform movement phrases with control and accuracy	**Developing Skills** **Core** •Perform a variety of actions with increasing control and accurately repeat sequences of gymnastic actions •Move smoothly from a position of stillness to a travelling movement **Selecting & applying skills & tactics** **Core** •Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end •Adapt the sequence to include apparatus or a partner •Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency	**Developing Skills** **Core** •Perform a competent forward roll, rug roll, shoulder roll •Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel •Practise an action or short sequence of movements and improve the quality of the actions and transitions, show control, accuracy and fluency of movement as appropriate when performing actions on their own and with a partner **Selecting & applying skills & tactics** **Core** •Plan and perform a movement sequence showing contrasts in speed, level and direction •Devise and perform a gymnastic sequence, showing a clear	**Developing Skills** **Core** •Perform a range of rolls with control and accuracy •Explore different combinations of apparatus to look at shape, balance and travel and know how to utilise this equipment to enhance their movements •Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect •Begin to perform with a partner or group **Selecting & applying skills & tactics** **Core** •Begin to develop a longer and more varied movement phrase with smooth, planned links between actions •Perform a sequence where the children combine speed, level, direction and a variety of shapes •Work within different groups to contribute to a	**Developing Skills** **Core** •Perform a range of rolls including backwards roll consistently •Make similar or contrasting shapes on the floor and apparatus, working with a partner; combine actions and maintain the quality of performance when performing at the same time as a partner **Selecting & applying skills & tactics** **Core** •Develop a longer and more varied movement sequence, demonstrating smooth transitions between actions and combine to make a sequence •Perform sequences with changes of speed, level, direction and clarity of shape •Gradually increase the length of sequences;	**Developing Skills** **Core** •Perform a range of rolls showing different entrances and exits •Perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy •Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension **Selecting & applying skills & tactics** **Core** •Plan a movement sequence and perform with precision, control and fluency, showing a wide range of actions including variations in speed, levels and directions •Accurately repeat a longer sequence with

			beginning, middle and end •Adapt a sequence to include different levels, speeds or directions •Work well on their own and contribute to pair sequences	variety of different sequences	work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement	more difficult actions, with an emphasis on extension, shape and changes in direction •Adapt sequences to include a partner or a small group
Athletics	**Developing Skills** **Core** •Run at different speeds, jump with accuracy and use a small range of techniques to throw objects **Selecting & applying skills & tactics** **Core** •Choose which throwing and retrieving technique to use	**Developing Skills** **Core** Change speed and direction, link running and jumping and throw accurately **Selecting & applying skills & tactics** **Core** •Choose when to run and when to jump •Select which throwing technique to use for accuracy and distance	**Developing Skills** **Core** •Throw with accuracy and power into a target | 50% (2.5%) •Show a difference between sprinting and running **Selecting & applying skills & tactics** **Core** •Choose and use throwing to reach a target	**Developing Skills** **Core** •Increase the distance when they are running, organising and preparing themselves and take different roles within a running sequence **Selecting & applying skills & tactics** **Core** •Choose which throw, running pace or action to complete to allow them to reduce their times/increase distance within areas of athletics	**Developing Skills** **Core** •Sustain and maintain running speed, improve on personal target, organise and manage an athletic event well **Selecting & applying skills & tactics** **Core** •Choose pace for running •Plan and carry through an event	**Developing Skills** **Core** •Show strength, stamina and speed when running, jumping and throwing •Know rules and judge events **Selecting & applying skills & tactics** **Core** •Adapt skills and techniques to different challenges and equipment
Self-Evaluation	**Evaluating and improving performance**	**Evaluating and improving performance**	**Evaluating and improving performance**	**Evaluating and improving performance**	**Evaluating and improving performance**	**Evaluating and improving performance**

and Health Awareness	**Core** •Describe what they have done •Watch others and say what they are doing **Knowledge and understanding of fitness and health** **Core** •Describe how their bodies feel when still and when exercising •Talk about how to exercise safely	**Core** •Talk about differences between their own and others' performance •Suggest improvements based on observations **Knowledge and understanding of fitness and health** **Core** •Understand how to exercise and describe how their bodies feel during different activities	**Core** •Describe and comment on their own performance and that of others •Make simple suggestions to improve quality **Knowledge and understanding of fitness and health** **Core** •Suggest appropriate warm up ideas •Work in a responsible and safe manner •Recognise changes in body temperature, heart rate and breathing	**Core** •Observe others carefully in relation to the success criteria, and begin to modify and change in response to what they see •Analyse and comment on what they see with increasing clarity **Knowledge and understanding of fitness and health** **Core** •Begin to think about warm up activities that prepare them for exercise •Talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy	**Core** •Use observation of others and begin to describe constructively how to refine, improve and modify performance •Refine their own performance from self-analysis and in response to comments from others **Knowledge and understanding of fitness and health** **Core** •Demonstrate activities for specific aspects of warm up - stretching, joint mobility, raising heart and breathing rates •Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery	**Core** •Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance •Demonstrate sound knowledge and understanding as a result of analysis to improve performance **Knowledge and understanding of fitness and health** **Core** •Show responsibility for personal warm up programme specific to the activity •Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions

Swimming					**Swimming - stroke Core**	**Swimming - stroke Core**
					•Swim over 25 metres in water unaided showing co-ordination with arms and legs and using different strokes including front crawl, backstroke and breaststroke •Confidently use their arms and legs in the correct manner for their chosen stroke and explain why they have chosen a particular stroke •Understand and explain how to perform safe self-rescue in different water-based situations **Swimming - breathing Core** •Choose which breathing technique they can use to allow them to complete the distance quickly	Swim over 25 metres in water unaided showing co-ordination with arms and legs and using different strokes including front crawl, backstroke and breaststroke and describe how to use arms and legs together •Confidently use their arms and legs in the correct manner for their chosen stroke and to explain and describe why they have chosen a particular stroke •Understand and explain how to perform safe self-rescue and peer rescue in different water-based situations **Swimming - breathing Core** •Choose which breathing technique they can use to allow them to complete the distance quickly