

## PE Progression

Summary and progression: Dance						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• I can jump, skip, hop, run and walk in a variety of ways.</li> <li>• I can make my body into shapes.</li> <li>• I can copy different actions.</li> <li>• I can respond to different type of music and show this through my movement.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore space within my movements and have good spatial awareness.</li> <li>• I can recognise that dances can have themes and stories.</li> <li>• I can perform basic body actions along with music.</li> <li>• I can use different parts of my body to create actions.</li> <li>• I can remember and repeat simple movement patterns.</li> <li>• I can engage and work with a group or partner to perform a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore different levels, speed changes, unison and cannon in basic choreography.</li> <li>• I can select movements that show a clear understanding of the theme/story.</li> <li>• I can show expressive, dynamic and rhythmic qualities in my dance.</li> <li>• I can use different body parts in isolation and combination and perform with control, balance and expression.</li> <li>• I can work as part of a group to perform a sequence.</li> <li>• I am confident when I perform in front of a small audience.</li> <li>• I am beginning to comment on ideas and emotions and how they can be shown through dance.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to identify and use different pathways and patterns to use.</li> <li>• I am beginning to express moods and feelings throughout my dance sequence.</li> <li>• I am beginning to use dynamics in my dance routines.</li> <li>• I can perform movements with increased control.</li> <li>• I can contribute ideas to the structure of the dance and can successfully create a short routine with others.</li> <li>• I am confident I can include props and other ideas in my dance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show rhythm and style when performing as an individual and with others.</li> <li>• I understand how to represent themes or a story through dance.</li> <li>• I can perform with musicality, control and confidence.</li> <li>• I can refine, repeat and remember dance phrases and perform them with consistency.</li> <li>• I am beginning to use group contact work in my dance routines and can do so with control.</li> <li>• I can use a variety of formations in my dance routines.</li> <li>• I can explain the features of dance using the correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I can incorporate levels and flight into my movements.</li> <li>• I am beginning to improve my dances by adapting them to include space, rhythm and expression.</li> <li>• I can create and use compositional ideas confidently such as pathways, patterns and unison.</li> <li>• I can confidently perform in different styles of dance clearly and fluently</li> <li>• I can adapt my skills to meet the demands of these differing styles.</li> <li>• I can warm up and cool down in small groups.</li> <li>• I can work in small groups to collaboratively compose short dances.</li> <li>• I can recognise and analyse dances suggesting ways to improve using the correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I can incorporate facial expression to communicate motion and further narrative.</li> <li>• I can work creatively and imaginatively on my own and in groups to create simple routines based on a stimulus.</li> <li>• I am able to participate in dances from different parts of the world and can interpret them with imagination.</li> <li>• I can use recognised dance actions and adapt these to create movements.</li> <li>• I can warm up and cool down effectively and independently.</li> <li>• I can identify in others and myself where good performance qualities are achieved.</li> <li>• I am able to communicate the dance idea clearly, fluently and in control.</li> </ul>
Summary and progression: Gymnastics						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6

<ul style="list-style-type: none"> <li>• I can move my large body parts in a variety of ways including sliding, rolling and shuffling.</li> <li>• I can make my body tensed, relaxed, stretched and curled.</li> <li>• I can travel with confidence around under, over and through apparatus.</li> <li>• I can jump off apparatus and land safely.</li> <li>• I can copy a variety of defined shapes and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can safely move and carry basic gym equipment.</li> <li>• I can make my body tense, curled, stretched and relaxed.</li> <li>• I can move on, off and over an object with confidence.</li> <li>• I can perform simple gymnastic actions and shapes.</li> <li>• I am beginning to use travelling actions to link my sequence.</li> <li>• I can remember and perform a simple sequence using rolling, travelling, climbing and jumping.</li> <li>• I can communicate with a partner to create a short sequence.</li> <li>• I am beginning to use canon and unison in my sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create and perform a simple sequence</li> <li>• I am working on improving my flexibility and core strength.</li> <li>• I am able to execute basic actions at different levels and speeds.</li> <li>• I can remember the sequence and perform it with control and consistency.</li> <li>• I am able to show contrast between my shapes and actions.</li> <li>• I am beginning to use rhythm in my sequence.</li> <li>• I can comment on aspects of my own and others performances and begin to use correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform sequences with contrasting actions.</li> <li>• I can modify my actions developing pathways, directions and shapes.</li> <li>• I am able to show strength and flexibility when performing actions.</li> <li>• I can remember and repeat the sequence with fluidity and control.</li> <li>• I am beginning to add apparatus into my routines.</li> <li>• I can complete floor sequences with a great level of body tension.</li> <li>• I am able to identify and explain similarities and differences in sequences.</li> <li>• I can comment on others performances explaining what they did well using correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show smooth transitions and perform with fluidity.</li> <li>• I can perform actions such as balance, body shapes and flight with control.</li> <li>• I am beginning to develop a range of body actions and shapes to use in longer complex sequences.</li> <li>• I can identify my core muscles and use them to improve the quality of my movement.</li> <li>• I am beginning to use complex skills in my routines and execute them with precision.</li> <li>• I am able to evaluate my work and implement changes.</li> <li>• I can adapt my routine to work with partners and small groups.</li> <li>• I can compare performances and analyse the differences using the correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the importance of a warm up and explain how it relates to gymnastics.</li> <li>• I am able to create complex routines and include cartwheels and shoulder rolls.</li> <li>• I can follow, copy and repeat actions from my peers and adapt these for a routine.</li> <li>• I am able to create a dynamic sequence with contrasting shapes, actions and balances demonstrating smooth transitions.</li> <li>• I am beginning to attempt more complicated skills in isolation such as a round-off.</li> <li>• I can create imaginative counter balances and counter tensions in small groups and with my partner.</li> <li>• I can select a component from improvement and use guidance from others to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• I can lead a group warm up demonstrating the importance of strength and flexibility.</li> <li>• I am able to create complex sequences and relate them to music.</li> <li>• I can experience flight on and off apparatus.</li> <li>• I am able to show clarity, fluency, accuracy and consistency in isolated movements and also routines.</li> <li>• I am able to identify my strengths and weaknesses and compose a sequence which plays to my strengths.</li> <li>• I can work independently and in small groups and can perform confidently to an audience.</li> </ul>
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**Summary and progression: Invasion Games**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• I can negotiate space successfully in running and chasing games.</li> <li>• I can adjust speed and change direction to avoid obstacles in playing space.</li> <li>• I am beginning to demonstrate control over a ball such as rolling, catching, patting and pushing.</li> <li>• I can show a preference for a dominant hand when manipulating objects.</li> </ul>	<ul style="list-style-type: none"> <li>• I can roll, slide or throw a ball or beanbag with increasing accuracy.</li> <li>• I can bounce a ball to self and attempt to bounce it to others.</li> <li>• I can catch a big ball individually and as part of a group.</li> <li>• I understand the term intercept and can intercept a thrown ball with some success.</li> <li>• I am beginning to understand the term defend and can make decisions about how to defend a target.</li> <li>• I can participate in team games and I am beginning to recognise rules and apply them to a competitive situation.</li> <li>• I can work with others to attack and score points.</li> </ul>	<ul style="list-style-type: none"> <li>• I can send and receive a ball using my feet and my hands with some success.</li> <li>• I am beginning to look for space to pass into or run to in order to receive the ball.</li> <li>• I am beginning to link combinations of skills together such as dribbling and passing the ball.</li> <li>• I am beginning to play in a variety of positions in attack and defence.</li> <li>• I understand the term tactic and am beginning to apply them in a small sided game.</li> <li>• I can work with a partner and a small group to develop my skills.</li> <li>• I am able to show sportsmanship for my teammates and opponents.</li> </ul>	<ul style="list-style-type: none"> <li>• I can send and receive a ball with some consistency in order to keep possession.</li> <li>• I can move into space on some occasions to receive the ball.</li> <li>• I am beginning to use recognised passes such as chest pass and short pass in isolation.</li> <li>• I am able to undertake the demands of different positions.</li> <li>• I am beginning to understand when to defend.</li> <li>• I am beginning to put pressure on my opponents by using simple tactics.</li> <li>• I can play competitive games using basic rules.</li> <li>• I can work as part of a team to attack towards a goal.</li> </ul>	<ul style="list-style-type: none"> <li>• I can send and receive the ball with accuracy and control to score points.</li> <li>• I am able to keep possession of the ball using skills such as dribbling and running with the ball.</li> <li>• I can move into space to receive the ball and can send the ball over long distances.</li> <li>• I am able to show speed and endurance when playing a competitive situation.</li> <li>• I can play in positions and can keep to the restrictions where necessary.</li> <li>• I can use tactics to perform defensively both as a team and as an individual.</li> <li>• I can use recognised marking techniques in a competitive situation.</li> <li>• I can use and apply the basic rules of the game.</li> <li>• I can work as part of a team to attack and score in a defined area.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to combine basic skill such as dribbling and passing in both an isolated and a competitive situation.</li> <li>• I can select and apply skills in a game situation with some consistency.</li> <li>• I am able to use a variety of passes successfully regardless of distance.</li> <li>• I am beginning to understand the term 'goal side' and can apply it in an isolated situation.</li> <li>• I can maintain possession in a game using skills I have learnt in my lessons.</li> <li>• I can play in different positions with some success.</li> <li>• I know and understand the basic rules and can apply this to a competitive game.</li> <li>• I am beginning to understand the term set plays and can practice these in isolation.</li> <li>• I am beginning to use the correct terminology when explaining attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of techniques for passing, controlling, dribbling and shooting the ball in competitive small sided games.</li> <li>• I can consistently catch and stop a ball to control it.</li> <li>• I am able to track and control a rebound from a shot.</li> <li>• I am able to play in a variety of attacking and defensive positions with some success.</li> <li>• I am beginning to use set plays in a competitive situation.</li> <li>• I can choose and implement attacking and defending strategies in both isolation and competitive situations.</li> <li>• I am able to make quick decisions about what skill I choose to use.</li> <li>• I can work collaboratively in a team to play and keep possession of the ball.</li> <li>• I can independently lead a warm up and do so with confidence.</li> </ul>

**Summary and progression: Striking and fielding games**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• I can negotiate space successfully when running.</li> <li>• I can change and adjust my speed.</li> <li>• I have good control over a ball when throwing and rolling it.</li> <li>• I show a preference to my dominant hand when handling objects.</li> </ul>	<ul style="list-style-type: none"> <li>• I can catch a medium sized ball which has been thrown over a short distance.</li> <li>• I can track a ball and collect it successfully.</li> <li>• I am able to intercept, retrieve and resend a ball or beanbag with some consistency.</li> <li>• I am able to retrieve a ball and return it to a base.</li> <li>• I am able to use a range of sending skills such as throwing and striking to send a ball into space.</li> <li>• I can self-feed a ball and strike it with my hand.</li> <li>• I am beginning to choose where to send the ball to maximise my chance in scoring.</li> <li>• I can identify when a point has been scored and keep count.</li> <li>• I can work as part of a team to score runs.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to attempt to catch balls coming towards me in a game and can catch in isolation.</li> <li>• I can play in different fielding positions and will attempt playing in backstop/wicket keeper.</li> <li>• I can bowl a ball to others for them to strike successfully.</li> <li>• I am beginning to use different types of bat and my hand to strike the ball.</li> <li>• I can run in a game to score points.</li> <li>• I am beginning to make choices about where to send the ball.</li> <li>• I can work in small groups to field and bat.</li> <li>• I sometimes display sportsmanship when playing small sided games.</li> </ul>	<ul style="list-style-type: none"> <li>• I am developing my skills such as throwing and catching in both isolation and in a competitive situation.</li> <li>• I can show a ready position to catch a ball and usually do so with some success.</li> <li>• I can strike a stationary ball off a tee with some consistency.</li> <li>• I am beginning to strike a bowled ball with some success.</li> <li>• I can explain how fielders can work together to restrict batters runs.</li> <li>• I am beginning to apply simple tactics to where I choose to hit my ball.</li> <li>• I can bowl using an underarm technique with some accuracy.</li> <li>• I can field as a team to return the ball to base with some success.</li> <li>• I am beginning to identify how to improve my own and others work.</li> <li>• I can adhere to some basic rules of recognised games such as rounders and cricket</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to use my skills such as throwing, catching and bowling in isolation and in a competitive situation consistently.</li> <li>• I can play with some confidence in different positions such as fielder, bowler, backstop and wicket keeper.</li> <li>• I am able to track and intercept a ball along the ground with two hands.</li> <li>• I am beginning to track the ball and intercept it along the ground using one hand.</li> <li>• I am beginning to field the ball and throw it back to the base with consistency.</li> <li>• I can choose where to strike a bowled ball with increasing consistency.</li> <li>• I am beginning to make decisions quickly in regards to running between the bases or stumps to score runs.</li> <li>• I can bowl using the underarm technique with increasing accuracy.</li> <li>• I can use and apply the basic rules to a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to use my skills such as throwing, catching and bowling in isolation and in a competitive situation consistently and effectively.</li> <li>• I am beginning to choose where to hit the ball to maximise the likelihood of scoring runs.</li> <li>• I am beginning to use a variety of shots in isolation with some success.</li> <li>• I am beginning to use a variety of shots in a competitive situation with little success.</li> <li>• I can throw with accuracy and consistency over short distances using both an underarm and overarm throw.</li> <li>• I am able to track the flight of the ball to increase my catching success.</li> <li>• I am beginning to apply a range of simple tactics such as getting players out to restrict the attack.</li> <li>• I can bowl using the underarm technique consistently.</li> <li>• I am beginning to use the overarm bowling technique with some success.</li> <li>• I can work collaboratively with others to both score runs in the field and restrict them.</li> <li>• I can use, apply and explain the basic rules in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to use my skills such as throwing, catching batting and bowling in isolation and in a competitive situation consistently and effectively and do so with control.</li> <li>• I can choose where to hit the ball to maximise the likelihood of scoring runs and can make decisions to do so quickly.</li> <li>• I can strike a bowled ball and attempt a range of shots.</li> <li>• I can track and catch high balls in isolation and in game play.</li> <li>• I can play within small sided games using standard layouts.</li> <li>• I can lead a modified game following the correct rules.</li> <li>• I can use a range of tactics for attacking and defending.</li> <li>• I can use the overarm bowling technique with increasing accuracy.</li> <li>• I can work collaboratively in teams to compete against themselves and others and do so in a sportsman like manner.</li> <li>• I know and understand the complex rounders rules.</li> </ul>

**Summary and progression: Net/ wall games**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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<ul style="list-style-type: none"> <li>• I show a preference for a dominant hand when manipulating objects.</li> <li>• I can demonstrate control when handling an object.</li> <li>• I can chase and stop balls and other objects.</li> <li>• I am beginning to track balls and other equipment to stop them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can chase, stop and control balls and other objects such as beanbags and hoops.</li> <li>• I can track balls and other equipment sent to them.</li> <li>• I am beginning to feel confident when sending a ball either using my hand or bat.</li> <li>• I am beginning to identify space to send a ball into.</li> <li>• I can score points against opposition over a line or net.</li> <li>• I can work with a partner to send and return an object.</li> <li>• I can play cooperatively in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can return a ball coming towards me using my hand and sometimes my racquet.</li> <li>• I can hit a ball consistently with my hand.</li> <li>• I am beginning to be able to hit a ball with my racquet.</li> <li>• I have identified my dominant hand and can use it when handling objects.</li> <li>• I can demonstrate how to send the ball in isolation with some success.</li> <li>• I am beginning to send the ball in competitive games with some consistency.</li> <li>• I can show agility to track the ball and can return it with some consistency.</li> <li>• I am beginning to understand what a basic serve looks like.</li> <li>• I can play cooperatively in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can play a continuous game using throwing and catching or some simple hitting.</li> <li>• I am beginning to use a small range of basic racquet skills.</li> <li>• I can move towards a ball to return it over the net.</li> <li>• I can serve in a game with increasing consistency.</li> <li>• I can demonstrate how to send the ball in isolation and in a competitive situation consistently.</li> <li>• I can understand the scoring process and can apply it to a game.</li> <li>• I understand the basic boundaries and am beginning to play using them.</li> <li>• I can play over the net with increasing consistency.</li> </ul>	<ul style="list-style-type: none"> <li>• I can play a continuous game using simple racquet techniques.</li> <li>• I am beginning to explore shots on my forehand and backhand with some consistency.</li> <li>• I can use my agility to return the ball over the net consistently.</li> <li>• I can serve in a game and choose ways to make it difficult for my opponent to return it.</li> <li>• I can use basic defensive tactics to defend the court like moving to different positions.</li> <li>• I understand the scoring process and can play the role of umpire to keep score.</li> <li>• I can work with a partner to return a served ball.</li> <li>• I can play competitively with others and against others in modified games in a sportsman like manner.</li> </ul>	<ul style="list-style-type: none"> <li>• I can play modified games with confidence when sending and returning a ball.</li> <li>• I am beginning to apply control when returning the ball including foot placement, shot selection and aim.</li> <li>• I recognise where I should stand on court when playing on my own or with others.</li> <li>• I am beginning to demonstrate a variety of serves with some consistency.</li> <li>• I can play a range of shots on both forehand and backhand and am beginning to hit the ball at the appropriate time.</li> <li>• I can play with others keeping track of our own scores.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use forehand, backhand and overhead shots in isolation.</li> <li>• I am beginning to use forehand, backhand and overhead shots with more confidence in games.</li> <li>• I am beginning to start games with the appropriate serves.</li> <li>• I am beginning to make choices in games about the best shots to use with consistency.</li> <li>• I am beginning to apply tactics to a game.</li> <li>• I can use the full scoring system individually and in small sided games.</li> </ul>
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**Summary and progression: Athletics**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• I can jump, run and throw using the basic techniques.</li> <li>• I can adjust my speed depending on the activity.</li> <li>• I can move a variety of objects with control.</li> <li>• I am developing my agility, balance and coordination.</li> <li>• I am beginning to start and stop at speed.</li> <li>• I can run in a straight line.</li> </ul>	<ul style="list-style-type: none"> <li>• I can start and stop at speed.</li> <li>• I can run in straight lines using a variety of speeds.</li> <li>• I can attempt a variety of jumps taking off and landing on different foot combinations.</li> <li>• I can handle and throw a variety of different objects and attempt to throw over distance.</li> <li>• I can copy and repeat basic movements for extended times to develop my stamina.</li> <li>• I can demonstrate some core strength when using these skills.</li> <li>• I am developing my agility and coordination so I can complete these skills consistently.</li> <li>• I can participate as part of a team to compete in running relays.</li> <li>• I can select the correct skill</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to develop power, agility, coordination and balance over a variety of activities.</li> <li>• I can throw and handle a variety of objects including beanbags, balls and hoops.</li> <li>• I can negotiate obstacles showing increased control of body parts and limbs.</li> <li>• I can use agility in running games.</li> <li>• I can practice to improve my skills in an isolated situation.</li> <li>• I am beginning to make choices about which throws are appropriate for the activities.</li> <li>• I can identify areas for improvement.</li> <li>• I can work cooperatively to complete running, jumping and throwing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to link running and jumping activities with some fluency and consistency.</li> <li>• I can control my movements and body actions in response to specific instructions.</li> <li>• I can jump with height and distance and do so in a controlled and balanced manner.</li> <li>• I can run at different speeds according to event and instruction.</li> <li>• I can throw a variety of objects using different throws such as the underarm and overarm.</li> <li>• I am beginning to throw more accurately over larger distances.</li> <li>• I can run confidently as part of a relay team.</li> <li>• I am beginning to understand how to measure and time on different events.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the differences between sprinting and pacing and am beginning to apply this when competing.</li> <li>• I can throw a variety of objects with increasing accuracy.</li> <li>• I can perform a range of jumps with consistency using the correct technique.</li> <li>• I can confidently compete in running, jumping and throwing activities.</li> <li>• I can compare my performance and others.</li> <li>• I can work with others to record distance and time accurately.</li> <li>• I am beginning to develop control in baton exchange and analyse this as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the differences in sprinting and pacing and can use this in activities.</li> <li>• I can sustain pace over shorter and longer distances.</li> <li>• I am able to perform a range of jumps using the correct techniques effectively.</li> <li>• I can demonstrate a range of throwing actions using different equipment with consistency, control and accuracy.</li> <li>• I am able to run as part of a team in a relay and can demonstrate my maximum pace.</li> <li>• I can compare own performance with previous ones and demonstrate improvement to achieve personal best.</li> <li>• I can distinguish the perfect model performance and analyse why.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the appropriate pace for different running distances and understand why this is.</li> <li>• I can demonstrate accuracy and good technique when throwing over distance.</li> <li>• I can show good technique and control when jumping.</li> <li>• I can choose an appropriate run up distance for individual athletic events.</li> <li>• I can demonstrate a change over in a relay team with consistency.</li> <li>• I can use appropriate terminology when explaining an activity to my peers.</li> <li>• I can accurately and confidently score and judge across a range of athletics activities.</li> <li>• I can record time and distance accurately.</li> </ul>

	for the situation.		<ul style="list-style-type: none"> <li>• I can compete with others and record points.</li> <li>• I can identify how to improve my own and others work.</li> </ul>		
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## EYFS

National Curriculum End Points for EYFS	Key Learning – what children must know, do and remember	Vocabulary	Evidence to demonstrate working at the Expected Standard for EYFS
<p><b><u>Moving and handling:</u></b></p> <p>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.</p> <p><b><u>Health and self-care:</u></b></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><b><u>Dance:</u></b></p> <p>I can jump, skip, hop, run and walk in a variety of ways. I can make my body into shapes. I can copy different actions. I can respond to different type of music and show this through my movement.</p>	<p>jump, skip, hop, run, body, shapes, actions, movements, routine, levels, control, confidence, sequence, improvise, fluently</p>	<p></p> <p><b><u>Gymnastics/Dance:</u></b></p> <p>Jump, skip, hop and walk with a variety of take offs and landings Make my body into complicated shapes Copy and remember different actions Respond to different music through my movement</p>
	<p><b><u>Gymnastics:</u></b></p> <p>I can move my large body parts in a variety of ways including sliding, rolling and shuffling. I can make my body tensed, relaxed, stretched and curled. I can travel with confidence around under, over and through apparatus. I can jump off apparatus and land safely. I can copy a variety of defined shapes and actions.</p>	<p>shaking, shuffling, rolling, shapes, apparatus, sequence, routine, balance, perform, tensed, relaxed, curled, stretched</p>	<p><b><u>Games:</u></b></p> <p>Show a preference to a dominant hand when manipulating objects Demonstrate control when handling objects Successfully negotiate space when running Change and adjust my speed</p>
	<p><b><u>Invasion Games</u></b></p> <p>I can negotiate space successfully in running and chasing games. I can adjust speed and change direction to avoid obstacles in playing space. I am beginning to demonstrate control over a ball such as rolling, catching, patting and pushing. I can show a preference for a dominant hand when manipulating objects.</p>	<p>space, run, chase, speed, direction, obstacle, roll, catch, pat, push, dominant, passing, score,</p>	<p><b><u>Athletics:</u></b></p> <p>Jump using a variety of landings and take offs and do so with some success Throw using a basic underarm technique with some success Move a variety of objects with some success Run and stop at speed Run in a straight line</p>
	<p><b><u>Striking and Fielding Games:</u></b></p> <p>I can negotiate space successfully when running. I can change and adjust my speed. I have good control over a ball when throwing and rolling it. I show a preference to my dominant hand when handling objects.</p>	<p>throw, dominant, intercept, resend, retrieve</p>	<p></p> <p>Listen to simple instructions and sometimes copy Beginning to use their creativity to complete tasks with teacher help</p>
	<p><b><u>Net/Wall Games:</u></b></p> <p>I show a preference for a dominant hand when manipulating objects. I can demonstrate control when handling an object. I can chase and stop balls and other objects. I am beginning to track balls and other equipment to stop them.</p>	<p>racquet, dominant, chase, send, stop, track, agility.</p>	<p></p> <p>Sometimes work cooperatively in a pair Always show enthusiasm in my lessons</p>

	<p><b><u>Athletics:</u></b> I can jump, run and throw using the basic techniques. I can adjust my speed depending on the activity. I can move a variety of objects with control. I am developing my agility, balance and coordination. I am beginning to start and stop at speed. I can run in a straight line.</p>	<p>jumping, throwing, running, analyse, agility, balance, coordination, accuracy</p>	
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## Year 1

National Curriculum End Points for Key Stage 1	Key Learning – what children must know, do and remember	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 1
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To perform dances using simple movement patterns.</p>	<p><b><u>Dance:</u></b>                      I can explore space within my movements and have good spatial awareness.                      I can recognise that dances can have themes and stories.                      I can perform basic body actions along with music.                      I can use different parts of my body to create actions.                      I can remember and repeat simple movement patterns.                      I can engage and work with a group or partner to perform a sequence.</p>	jump, skip, hop, run, body, shapes, actions, movements, rhythmic, routine, levels, flight, musicality, control, confidence, sequence, improvise, fluently	 <p><b><u>Gymnastics/Dance:</u></b>                      Recognise that dances can have themes and stories                      Create a short sequence with teacher help                      Move on, off and through objects with confidence                      Make my body into different shapes with confidence                      Use different body parts to create actions with teacher help                      Jump off equipment safely and confidently</p>
	<p><b><u>Gymnastics:</u></b>                      I can safely move and carry basic gym equipment.                      I can make my body tense, curled, stretched and relaxed.                      I can move on, off and over an object with confidence.                      I can perform simple gymnastic actions and shapes.                      I am beginning to use travelling actions to link my sequence.                      I can remember and perform a simple sequence using rolling, travelling, climbing and jumping.                      I can communicate with a partner to create a short sequence.                      I am beginning to use canon and unison in my sequence.</p>	shaking, shuffling, rolling, shapes, apparatus, sequence, control, routine, balance, perform, tensed, relaxed, curled, stretched	<p><b><u>Games:</u></b>                      Demonstrate control 75% of the time when using equipment including balls                      Identify space when sending a ball                      Move a ball in a variety of ways with some accuracy                      Score points for myself and others                      Track and retrieve balls and other equipment in a variety of ways with success</p>
	<p><b><u>Invasion Games</u></b>                      I can roll, slide or throw a ball or beanbag with increasing accuracy.                      I can bounce a ball to self and attempt to bounce it to others.                      I can catch a big ball individually and as part of a group.                      I understand the term intercept and can intercept a thrown ball with some success.                      I am beginning to understand the term defend and can make decisions about how to defend a target.                      I can participate in team games and I am beginning to recognise rules and apply them to a competitive situation.                      I can work with others to attack and score points.</p>	space, run, chase, speed, direction, obstacle, roll, catch, pat, push, dominant, dribbling, passing, rules, defend, attack, score,	<p><b><u>Athletics:</u></b>                      Participate in relay races with success                      Copy and repeat movements for extended periods to increase stamina                      Use a two footed take-off and landing with some success                      Throw a variety of objects with some success                      Measure and score</p>
	<p><b><u>Striking and Fielding Games:</u></b>                      I can catch a medium sized ball which has been thrown over a short distance.                      I can track a ball and collect it successfully.                      I am able to intercept, retrieve and resend a ball or beanbag with some consistency.                      I am able to retrieve a ball and return it to a base.                      I am able to use a range of sending skills such as throwing and striking to send a ball into space.                      I can self-feed a ball and strike it with my hand.                      I am beginning to choose where to send the ball to maximise my chance in scoring.                      I can identify when a point has been scored and keep count.                      I can work as part of a team to score runs.</p>	underarm, throw, bat, field, dominant, rules, , resend, retrieve,	 <p>Listen and copy instructions                      Beginning to complete tasks creatively with some teacher help                      Identify differences between own and teachers performance and share these</p>  <p>Work cooperatively in a pair to achieve an outcome                      Always show respect and enthusiasm in my lessons</p>

	<p><b><u>Net/Wall Games:</u></b>  I can chase, stop and control balls and other objects such as beanbags and hoops.  I can track balls and other equipment sent to them.  I am beginning to feel confident when sending a ball either using my hand or bat.  I am beginning to identify space to send a ball into.  I can score points against opposition over a line or net.  I can work with a partner to send and return an object.  I can play cooperatively in a game situation.</p>	dominant, pass, chase, send, stop, track, agility, play,	Work both in a small group and as part of a team with some success
	<p><b><u>Athletics:</u></b>  I can start and stop at speed.  I can run in straight lines using a variety of speeds.  I can attempt a variety of jumps taking off and landing on different foot combinations.  I can handle and throw a variety of different objects and attempt to throw over distance.  I can copy and repeat basic movements for extended times to develop my stamina.  I can demonstrate some core strength when using these skills.  I am developing my agility and coordination so I can complete these skills consistently.  I can participate as part of a team to compete in running relays.  I can select the correct skill for the situation.</p>	jumping, throwing, running, sprinting, jogging, agility, balance, coordination, accuracy	

## Year 2

National Curriculum End Points for Key Stage 1	Key Learning – what children must know, do and remember	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 2
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To perform dances using simple movement patterns.</p>	<p><b><u>Dance:</u></b>                      I can explore different levels, speed changes, unison and cannon in basic choreography.                      I can select movements that show a clear understanding of the theme/story.                      I can show expressive, dynamic and rhythmic qualities in my dance.                      I can use different body parts in isolation and combination and perform with control, balance and expression.                      I can work as part of a group to perform a sequence.                      I am confident when I perform in front of a small audience.                      I am beginning to comment on ideas and emotions and how they can be shown through dance.</p>	jump, skip, hop, run, body, shapes, actions, movements, rhythmic, routine, levels, flight, musicality, control, confidence, sequence, improvise, fluently	 <p><b><u>Gymnastics/Dance:</u></b>                      Select movements that show a clear understanding of the stimuli                      Is beginning to show expressive and rhythmic qualities in my dance                      Use different body parts in combination and perform with control and balance                      Perform and adapt a short sequence with teacher help</p>
	<p><b><u>Gymnastics:</u></b>                      I can create and perform a simple sequence                      I am working on improving my flexibility and core strength.                      I am able to execute basic actions at different levels and speeds.                      I can remember the sequence and perform it with control and consistency.                      I am able to show contrast between my shapes and actions.                      I am beginning to use rhythm in my sequence.                      I can comment on aspects of my own and others performances and begin to use correct terminology.</p>	shaking, shuffling, rolling, shapes, apparatus, sequence, control, routine, balance, perform, tensed, relaxed, curled, stretched	<p><b><u>Games:</u></b>                      Beginning to find space when receiving and sending a ball                      Use basic techniques for throwing, bowling and hitting a ball with some success                      Run in a game to score points                      Intercept and defend                      Score points in a game</p>
	<p><b><u>Invasion Games</u></b>                      I can send and receive a ball using my feet and my hands with some success.                      I am beginning to look for space to pass into or run to in order to receive the ball.                      I am beginning to link combinations of skills together such as dribbling and passing the ball.                      I am beginning to play in a variety of positions in attack and defence.                      I understand the term tactic and am beginning to apply them in a small sided game.                      I can work with a partner and a small group to develop my skills.                      I am able to show sportsmanship for my teammates and opponents.</p>	space, run, chase, speed, direction, obstacle, roll, catch, pat, push, dominant, dribbling, passing, rules, defend, attack, score,	<p><b><u>Athletics:</u></b>                      Use the correct underarm throwing technique with success                      Beginning to use the overarm throwing technique with some success                      Jump using a two footed landing and take-off with success                      practice these skills in isolation and independently                      Understand and can apply the term sprint</p>
	<p><b><u>Striking and Fielding Games:</u></b>                      I am beginning to attempt to catch balls coming towards me in a game and can catch in isolation.                      I can play in different fielding positions and will attempt playing in backstop/wicket keeper.                      I can bowl a ball to others for them to strike successfully.                      I am beginning to use different types of bat and my hand to strike the ball.                      I can run in a game to score points.                      I am beginning to make choices about where to send the ball.                      I can work in small groups to field and bat.                      I sometimes display sportsmanship when playing small sided games.</p>	underarm, throw, bat, field, dominant, rules, , resend, retrieve,	 <p>Listen, copy and share instructions                      Select the correct skill to use sometimes independently                      Create and complete tasks using creativity independently                      Identify differences between my peers and my self-share these without help                      Sometimes use key terminology in the correct setting</p> 

	<p><b><u>Net/Wall Games:</u></b>  I can return a ball coming towards me using my hand and sometimes my racquet.  I can hit a ball consistently with my hand.  I am beginning to be able to hit a ball with my racquet.  I have identified my dominant hand and can use it when handling objects.  I can demonstrate how to send the ball in isolation with some success.  I am beginning to send the ball in competitive games with some consistency.  I can show agility to track the ball and can return it with some consistency.  I am beginning to understand what a basic serve looks like.  I can play cooperatively in a competitive situation.</p>	<p>dominant, pass, chase, send, stop, track, agility, play,</p>	<p>Work cooperatively in a pair and small group to achieve an outcome with some success  Work cooperatively with my peers when independently learning  Always show respect and enthusiasm in my lessons  Shows sportsmanship to their peers  Beginning to show an understanding about the body and what happens when we exercise</p>
	<p><b><u>Athletics:</u></b>  I am beginning to develop power, agility, coordination and balance over a variety of activities.  I can throw and handle a variety of objects including beanbags, balls and hoops.  I can negotiate obstacles showing increased control of body parts and limbs.  I can use agility in running games.  I can practice to improve my skills in an isolated situation.  I am beginning to make choices about which throws are appropriate for the activities.  I can identify areas for improvement.  I can work cooperatively to complete running, jumping and throwing tasks.</p>	<p>jumping, throwing, running, sprinting, jogging, agility, balance, coordination, accuracy</p>	

## Year 3

Year 3			
National Curriculum End Points for Key Stage 2	Key Learning – what children must know, do and remember	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 3
<p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To perform dances using a range of movement patterns</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming and Water Safety:</b> To swim competently, confidently and</p>	<p><b>Dance:</b> I am beginning to identify and use different pathways and patterns to use. I am beginning to express moods and feelings throughout my dance sequence. I am beginning to use dynamics in my dance routines. I can perform movements with increased control. I can contribute ideas to the structure of the dance and can successfully create a short routine with others. I am confident I can include props and other ideas in my dance.</p> <p><b>Gymnastics:</b> I can perform sequences with contrasting actions. I can modify my actions developing pathways, directions and shapes. I am able to show strength and flexibility when performing actions. I can remember and repeat the sequence with fluidity and control. I am beginning to add apparatus into my routines. I can complete floor sequences with a great level of body tension. I am able to identify and explain similarities and differences in sequences. I can comment on others performances explaining what they did well using correct terminology.</p> <p><b>Invasion Games</b> I can send and receive a ball with some consistency in order to keep possession. I can move into space on some occasions to receive the ball. I am beginning to use recognised passes such as chest pass and short pass in isolation. I am able to undertake the demands of different positions. I am beginning to understand when to defend. I am beginning to put pressure on my opponents by using simple tactics. I can play competitive games using basic rules. I can work as part of a team to attack towards a goal.</p> <p><b>Striking and Fielding Games:</b> I am developing my skills such as throwing and catching in both isolation and in a competitive situation. I can show a ready position to catch a ball and usually do so with some success. I can strike a stationary ball off a tee with some consistency. I am beginning to strike a bowled ball with some success. I can explain how fielders can work together to restrict batters runs. I am beginning to apply simple tactics to where I choose to hit my ball. I can bowl using an underarm technique with some accuracy. I can field as a team to return the ball to base with some success. I am beginning to identify how to improve my own and others work. I can adhere to some basic rules of recognised games such as rounders and cricket.</p>	<p>jump, skip, hop, run, body, shapes, actions, movements, expressive, dynamic, rhythmic, facial expression, routine, levels, flight, musicality, control, confidence, sequence, pathways, emotion, improvise, fluently</p> <p>shaking, shuffling, rolling, shapes, apparatus, sequence, control, rhythm, routine, balance, transition, perform, clarity, fluency, accuracy, tensed, relaxed, curled, stretched</p> <p>space, run, chase, adjust, speed, direction, obstacle, roll, catch, pat, push, dominant, manipulate, dribbling, passing, rules, defend, attack, score</p> <p>underarm, throw, bat, field, control, dominant, rules, fielder, intercept, resend, retrieve, bowl</p>	<p> <b>Gymnastics/Dance:</b> Use a variety of dynamics in my routine Is beginning to identify and use different pathways and patterns Use props to enhance my routine Select contrasting actions for my routine Add apparatus into my routine with confidence</p> <p><b>Games:</b> Move into space to retrieve the ball with success Use passes in isolation Is beginning to play different positions in games Catch, throw and strike a ball with recognised techniques</p> <p><b>Athletics:</b> Link running and jumping activities with some fluidity and consistency Run at speed and change that speed depending on the situation Is beginning to use the overarm technique when throwing objects</p> <p><b>OAA:</b> Describe strategies to solve problems Can use acquired skills to create maps and directions with help from a teacher Can identify symbols on a map with some success</p> <p> Select the correct skill to use independently and is beginning to link actions together Identify differences between my peers and myself share these without help Use basic key terminology in the correct setting Is beginning to understand simple tactics Is beginning to understand how to improve their skillset in comparison to the perfect model Is beginning to apply isolated skills into competitive play</p>

<p>proficiently over a distance of at least 25 metres</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p><b><u>Net/Wall Games:</u></b></p> <p>I can play a continuous game using throwing and catching or some simple hitting.  I am beginning to use a small range of basic racquet skills.  I can move towards a ball to return it over the net.  I can serve in a game with increasing consistency.  I can demonstrate how to send the ball in isolation and in a competitive situation consistently.  I can understand the scoring process and can apply it to a game.  I understand the basic boundaries and am beginning to play using them.  I can play over the net with increasing consistency.</p>	<p>racquet, forehand, backhand, dominant, serve, pass, chase, send, stop, track, return, agility, play</p>	 <p>Work cooperatively in a pair, small group and team to achieve a desired outcome with success  Work cooperatively with my peers when independently learning  Always show respect and enthusiasm in my lessons  Shows sportsmanship to their peers when involved in a competitive situation</p>
	<p><b><u>Athletics:</u></b></p> <p>I am beginning to link running and jumping activities with some fluency and consistency.  I can control my movements and body actions in response to specific instructions.  I can jump with height and distance and do so in a controlled and balanced manner.  I can run at different speeds according to event and instruction.  I can throw a variety of objects using different throws such as the underarm and overarm.  I am beginning to throw more accurately over larger distances.  I can run confidently as part of a relay team.  I am beginning to understand how to measure and time on different events.  I can compete with others and record points.  I can identify how to improve my own and others work.</p>	<p>jumping, throwing, running, sprinting, jogging, agility, balance, coordination, pace, fluency, movement, combinations, accuracy</p>	<p>Identify the key body parts and is beginning to understand the key muscles  Is beginning to encourage peers to be resilient</p>
	<p><b><u>OAA</u></b></p> <p>I can describe strategies to solve problems  I can independently identify factors needed to complete a task  I can use acquired skills to create maps and directions  I can identify symbols on a map with some success  I can play competitively and fairly implementing the rules on most occasions  I can work with others to solve problems with some success  I am beginning to lead others with some success</p>	<p>Symbols, maps, compass, compass points, directions, communication, teamwork, leadership, scale, orienteering, plan, solve, decipher</p>	

## Year 4

National Curriculum End Points for Key Stage 2	Key Learning – what children must know, do and remember	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 4
<p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>To play competitive games, modified where appropriate [for example, Badminton, Basketball, Cricket, Football, Hockey, Netball, Rounders and Tennis], and apply basic principles suitable for attacking and defending</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To perform dances using a range of movement patterns</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>To compare their performances with previous ones and demonstrate</p>	<p><b><u>Dance:</u></b>                      I can show rhythm and style when performing as an individual and with others.                      I understand how to represent themes or a story through dance.                      I can perform with musicality, control and confidence.                      I can refine, repeat and remember dance phrases and perform them with consistency.                      I am beginning to use group contact work in my dance routines and can do so with control.                      I can use a variety of formations in my dance routines.                      I can explain the features of dance using the correct terminology.</p>	jump, skip, hop, run, body, shapes, actions, movements, expressive, dynamic, rhythmic, facial expression, routine, levels, flight, musicality, control, confidence, sequence, pathways, emotion, improvise, fluently	 <p><b><u>Gymnastics/Dance:</u></b>                      Represent themes and a story through dance                      Perform with musicality and control                      Use a variety of formations in my routines                      Perform balances and actions in flight with control                      Use different choreographic devices to enhance routine</p>
	<p><b><u>Gymnastics:</u></b>                      I can show smooth transitions and perform with fluidity.                      I can perform actions such as balance, body shapes and flight with control.                      I am beginning to develop a range of body actions and shapes to use in longer complex sequences.                      I can identify my core muscles and use them to improve the quality of my movement.                      I am beginning to use complex skills in my routines and execute them with precision.                      I am able to evaluate my work and implement changes.                      I can adapt my routine to work with partners and small groups.                      I can compare performances and analyse the differences using the correct terminology.</p>		
	<p><b><u>Invasion Games</u></b>                      I can send and receive the ball with accuracy and control to score points.                      I am able to keep possession of the ball using skills such as dribbling and running with the ball.                      I can move into space to receive the ball and can send the ball over long distances.                      I am able to show speed and endurance when playing a competitive situation.                      I can play in positions and can keep to the restrictions where necessary.                      I can use tactics to perform defensively both as a team and as an individual.                      I can use recognised marking techniques in a competitive situation.                      I can use and apply the basic rules of the game.                      I can work as part of a team to attack and score in a defined area.</p>	space, run, chase, adjust, speed, direction, obstacle, roll, catch, pat, push, dominant, manipulate, dribbling, passing, rules, defend, attack, score, tactic	<p><b><u>OAA:</u></b>                      Can plan and refine strategies to solve problems with help from my teacher                      Can use a map and identify symbols with some accuracy                      Can remember relevant and key information and use it sometimes appropriately</p>
	<p><b><u>Striking and Fielding Games:</u></b>                      I am able to use my skills such as throwing, catching and bowling in isolation and in a competitive situation consistently.                      I can play with some confidence in different positions such as fielder, bowler, backstop and wicket keeper.</p>	overarm, underarm, throw, bat, field, control, dominant, rules, backstop, fielder, wicket keeper, intercept,	 <p>Select the correct skill to use independently and is begin to link actions together with success                      Identify differences between my peers and myself and offer suggestions of improvement</p>

<p>improvement to achieve their personal best.</p> <p><b>Swimming and Water Safety:</b> To swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>I am able to track and intercept a ball along the ground with two hands. I am beginning to track the ball and intercept it along the ground using one hand. I am beginning to field the ball and throw it back to the base with consistency. I can choose where to strike a bowled ball with increasing consistency. I am beginning to make decisions quickly in regards to running between the bases or stumps to score runs. I can bowl using the underarm technique with increasing accuracy. I can use and apply the basic rules to a competitive situation.</p>	<p>resend, retrieve, bowl</p>	<p>Begin to learn more complicated terminology Begin to understand simple tactics and can apply them with success Understand how to improve their skillset in comparison to the perfect model Begin to apply isolated skills into competitive situations with some success</p>
<p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p><b>Net/Wall Games:</b> I can play a continuous game using simple racquet techniques. I am beginning to explore shots on my forehand and backhand with some consistency. I can use my agility to return the ball over the net consistently. I can serve in a game and choose ways to make it difficult for my opponent to return it. I can use basic defensive tactics to defend the court like moving to different positions. I understand the scoring process and can play the role of umpire to keep score. I can work with a partner to return a served ball. I can play competitively with others and against others in modified games in a sportsman like manner.</p>	<p>racquet, forehand, backhand, dominant, serve, pass, chase, send, stop, track, return, agility, play, overhead.</p>	<p></p> <p>Work cooperatively in a pair, small group and team to achieve a desired outcome with success Work cooperatively with my peers when independently learning Always show respect, resilience, enthusiasm and aspiration in my lessons Shows sportsmanship to their peers when involved in a competitive situation Identify the key bones and muscles and when we are using them</p>
	<p><b>Athletics:</b> I understand the differences between sprinting and pacing and am beginning to apply this when competing. I can throw a variety of objects with increasing accuracy. I can perform a range of jumps with consistency using the correct technique. I can confidently compete in running, jumping and throwing activities. I can compare my performance and others. I can work with others to record distance and time accurately. I am beginning to develop control in baton exchange and analyse this as a team.</p>	<p>jumping, throwing, running, sprinting, jogging, analyse, agility, balance, coordination, pace, fluency, movement, combinations, accuracy</p>	<p>Beginning to understand the importance of exercise on the body and how they can improve their fitness Beginning to encourage peers to be resilient</p>
	<p><b>OAA</b> I can plan and refine strategies to solve problems I am beginning to work out clues, working independently from my teacher I can use a map and identify symbols with accuracy I can remember and recall key and relevant information I work well as part of a team I can listen and be directed by others</p>	<p>Symbols, maps, compass, compass points, directions, grid referencing, communication, teamwork, leadership, scale, orienteering, plan, solve, decipher</p>	

## Year 5

Year 5			
National Curriculum End Points for Key Stage 2	Key Learning – what children must know, do and remember	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 5
<p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To perform dances using a range of movement patterns</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Swimming and Water Safety:</u></b> To swim competently, confidently and proficiently over a distance of at least 25</p>	<p><b><u>Dance:</u></b></p> <ul style="list-style-type: none"> <li>I can incorporate levels and flight into my movements.</li> <li>I am beginning to improve my dances by adapting them to include space, rhythm and expression.</li> <li>I can create and use compositional ideas confidently such as pathways, patterns and unison.</li> <li>I can confidently perform in different styles of dance clearly and fluently.</li> <li>I can adapt my skills to meet the demands of these differing styles.</li> <li>I can warm up and cool down in small groups.</li> <li>I can work in small groups to collaboratively compose short dances.</li> <li>I can recognise and analyse dances suggesting ways to improve using the correct terminology.</li> </ul> <p><b><u>Gymnastics:</u></b></p> <ul style="list-style-type: none"> <li>I can explain the importance of a warm up and explain how it relates to gymnastics.</li> <li>I am able to create complex routines and include cartwheels and shoulder rolls.</li> <li>I can follow, copy and repeat actions from my peers and adapt these for a routine.</li> <li>I am able to create a dynamic sequence with contrasting shapes, actions and balances demonstrating smooth transitions.</li> <li>I am beginning to attempt more complicated skills in isolation such as a round-off.</li> <li>I can create imaginative counter balances and counter tensions in small groups and with my partner.</li> <li>I can select a component from improvement and use guidance from others to do so.</li> </ul> <p><b><u>Invasion Games:</u></b></p> <ul style="list-style-type: none"> <li>I am able to combine basic skill such as dribbling and passing in both an isolated and a competitive situation.</li> <li>I can select and apply skills in a game situation with some consistency.</li> <li>I am able to use a variety of passes successfully regardless of distance.</li> <li>I am beginning to understand the term ‘goal side’ and can apply it in an isolated situation.</li> <li>I can maintain possession in a game using skills I have learnt in my lessons.</li> <li>I can play in different positions with some success.</li> <li>I know and understand the basic rules and can apply this to a competitive game.</li> <li>I am beginning to understand the term set plays and can practice these in isolation.</li> <li>I am beginning to use the correct terminology when explaining attacking and defending.</li> </ul> <p><b><u>Striking and Fielding Games:</u></b></p> <ul style="list-style-type: none"> <li>I am able to use my skills such as throwing, catching and bowling in isolation and in a competitive situation consistently and effectively.</li> <li>I am beginning to choose where to hit the ball to maximise the likelihood of scoring runs.</li> <li>I am beginning to use a variety of shots in isolation with some success.</li> <li>I am beginning to use a variety of shots in a competitive situation with little success.</li> <li>I can throw with accuracy and consistency over short distances using both an underarm and overarm throw.</li> <li>I am able to track the flight of the ball to increase my catching success.</li> <li>I am beginning to apply a range of simple tactics such as getting players out to restrict the</li> </ul>	<p>jump, skip, hop, run, body, shapes, actions, movements, expressive, dynamic, rhythmic, facial expression, routine, control, confidence, sequence, pathways, emotion, improvise, fluently</p> <p>shaking, shuffling, rolling, shapes, apparatus, sequence, control, rhythm, routine, balance, transition, perform, clarity, fluency, accuracy, tensed, relaxed, curled, stretched</p> <p>space, run, chase, adjust, speed, direction, obstacle, roll, catch, pat, push, dominant, manipulate, dribbling, passing, rules, defend, attack, score, tactic</p> <p>overarm, underarm, throw, bat, field, control, dominant, rules, backstop, fielder, wicket keeper, intercept, resend, retrieve, bowl</p>	<div style="text-align: center;">  <p><b><u>Gymnastics/Dance:</u></b></p> <p>Incorporate levels and flight into my movements Begin to adapt my skills and routine to the differing styles of dance Perform with enthusiasm and confidence Create dynamic and contrasting routines with smooth transitions Create imaginative counter balances and counter tensions</p> <p><b><u>Games:</u></b></p> <p>Use a variety of passes with the correct technique and great accuracy Maintain possession in a game Shoot in a game with some accuracy Throw with accuracy over short distances Bowl with success underarm and attempt the overarm bowl Work with a partner to return the ball</p> <p><b><u>Athletics:</u></b></p> <p>Understand the differences between sprinting and pacing and identify when to do so Sustain pace over long distances Demonstrate a range of throwing techniques with accuracy</p> <p><b><u>OAA:</u></b></p> <p>Can recall and remember symbols, items and objects during a task as an individual and sometimes in a team. Can evidence results and keep score. Can read a map and sometimes locate a objects on a map. Can compete against others and perform under pressure. Can explore and refine ways of communicating to best complete a set task.</p> <div style="text-align: center;">  </div> <p>Select the correct skill to use independently and can link actions together in isolation Compare and analyse different performances with success</p> </div>

<p>metres</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>attack.</p> <p>I can bowl using the underarm technique consistently.</p> <p>I am beginning to use the overarm bowling technique with some success.</p> <p>I can work collaboratively with others to both score runs in the field and restrict them.</p> <p>I can use, apply and explain the basic rules in a competitive situation.</p>		<p>Beginning to apply key terminology in the correct setting</p> <p>Beginning to understand complicated tactics</p> <p>Understand how to improve their skillset in comparison to the perfect model</p> <p>Combine skills in competitive situations with success</p> <p>Apply basic rules to a competitive situation</p> <p>Is beginning to understand the terms officiate and lead</p>
<p>To perform safe self-rescue in different water-based situations.</p>	<p><b>Net/Wall Games:</b></p> <p>I can play modified games with confidence when sending and returning a ball.</p> <p>I am beginning to apply control when returning the ball including foot placement, shot selection and aim.</p> <p>I recognise where I should stand on court when playing on my own or with others.</p> <p>I am beginning to demonstrate a variety of serves with some consistency.</p> <p>I can play a range of shots on both forehand and backhand and am beginning to hit the ball at the appropriate time.</p> <p>I can play with others keeping track of our own scores.</p>	<p>racquet, forehand, backhand, dominant, serve, pass, chase, send, stop, track, return, agility, play, overhead.</p>	 <p>Work cooperatively in a pair, small group and team to achieve a desired outcome with success</p> <p>Work cooperatively with my peers when independently learning</p>
	<p><b>Athletics:</b></p> <p>I understand the differences in sprinting and pacing and can use this in activities.</p> <p>I can sustain pace over shorter and longer distances.</p> <p>I am able to perform a range of jumps using the correct techniques effectively.</p> <p>I can demonstrate a range of throwing actions using different equipment with consistency, control and accuracy.</p> <p>I am able to run as part of a team in a relay and can demonstrate my maximum pace.</p> <p>I can compare own performance with previous ones and demonstrate improvement to achieve personal best.</p> <p>I can distinguish the perfect model performance and analyse why.</p>	<p>jumping, throwing, running, sprinting, jogging, analyse, agility, balance, coordination, pace, fluency, movement, combinations, accuracy</p>	<p>Show respect, resilience, enthusiasm and aspiration in my lessons</p> <p>Shows sportsmanship to their peers when involved in a competitive situation</p> <p>Identify the key bones and muscles and when we are using them</p> <p>Understand the importance of exercise and the different types of exercise that are available</p>
	<p><b>OAA:</b></p> <p>I can recall and remember symbols, items and objects during a task as an individual and sometimes in a team.</p> <p>I often play a role in problem solving.</p> <p>I am beginning to communicate using code.</p> <p>I can evidence results and keep score.</p> <p>I can read a map and locate objects when doing so.</p> <p>I am beginning to understand grid referencing with some success.</p> <p>I can compete against others and perform under pressure.</p> <p>I can explore and refine ways of communicating to best complete a set task.</p>	<p>Symbols, maps, compass, compass points, directions, grid referencing, communication, teamwork, leadership, scale, orienteering, plan, solve, decipher</p>	<p>Begin to work with others to help</p> <p>Begin to encourage peers to be resilient</p>

## Year 6

Year 6			
National Curriculum End Points for Key Stage 2	Key Learning – what children must know, do and remember	Vocabulary	Evidence to demonstrate working at the Expected Standard for Year 6
<p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To perform dances using a range of movement patterns</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Swimming and Water Safety:</u></b> To swim competently, confidently and proficiently over a distance of at least 25</p>	<p><b><u>Dance:</u></b> I can incorporate facial expression to communicate motion and further narrative. I can work creatively and imaginatively on my own and in groups to create simple routines based on a stimulus. I am able to participate in dances from different parts of the world and can interpret them with imagination. I can use recognised dance actions and adapt these to create movements. I can warm up and cool down effectively and independently. I can identify in others and myself where good performance qualities are achieved. I am able to communicate the dance idea clearly, fluently and in control.</p> <p><b><u>Gymnastics:</u></b> I can lead a group warm up demonstrating the importance of strength and flexibility. I am able to create complex sequences and relate them to music. I can experience flight on and off apparatus. I am able to show clarity, fluency, accuracy and consistency in isolated movements and also routines. I am able to identify my strengths and weaknesses and compose a sequence which plays to my strengths. I can work independently and in small groups and can perform confidently to an audience.</p> <p><b><u>Invasion Games</u></b> I can use a variety of techniques for passing, controlling, dribbling and shooting the ball in competitive small sided games. I can consistently catch and stop a ball to control it. I am able to track and control a rebound from a shot. I am able to play in a variety of attacking and defensive positions with some success. I am beginning to use set plays in a competitive situation. I can choose and implement attacking and defending strategies in both isolation and competitive situations. I am able to make quick decisions about what skill I choose to use. I can work collaboratively in a team to play and keep possession of the ball. I can independently lead a warm up and do so with confidence.</p> <p><b><u>Striking and Fielding Games:</u></b> I am able to use my skills such as throwing, catching batting and bowling in isolation and in a competitive situation consistently and effectively and do so with control. I can choose where to hit the ball to maximise the likelihood of scoring runs and can make decisions to do so quickly. I can strike a bowled ball and attempt a range of shots. I can track and catch high balls in isolation and in game play. I can play within small sided games using standard layouts. I can lead a modified game following the correct rules. I can use a range of tactics for attacking and defending. I can use the overarm bowling technique with increasing accuracy.</p>	<p>Jump, skip, hop, run, body, shapes, actions, movements, expressive, dynamic, rhythmic, facial expression, routine, control, confidence, sequence, pathways, emotion, improvise, fluently</p> <p>shaking, shuffling, rolling, shapes, apparatus, sequence, control, rhythm, routine, balance, transition, perform, clarity, fluency, accuracy, tensed, relaxed, curled, stretched</p> <p>space, run, chase, adjust, speed, direction, obstacle, roll, catch, pat, push, dominant, manipulate, dribbling, passing, rules, defend, attack, score, tactic</p> <p>overarm, underarm, throw, bat, field, control, dominant, rules, backstop, fielder, wicket keeper, intercept, resend, retrieve, bowl</p>	<p style="text-align: center;"></p> <p><b><u>Gymnastics/Dance:</u></b> Incorporate facial expression to communicate emotion and narrative Participate in dances from different parts of the world and can interpret them with imagination Use recognised dance actions and adapt them using choreographic devices</p> <p><b><u>Games:</u></b> Consistently catch and stop a ball to control it Play a variety of attacking and defensive positions Strike a bowled ball Play forehand and backhand shots in practice situations with some success</p> <p><b><u>Athletics:</u></b> Understand the differences between sprinting and pacing and identify when to do so Sustain pace over long distances with ease Demonstrate a range of throwing techniques with accuracy</p> <p><b><u>OAA:</u></b> Can recall and remember symbols, items and objects during a task as an individual and in a team. Often plays a role in problem solving. Can communicate using code. Understand grid referencing and can use it with some success. Can compete against others and perform under pressure. Is beginning to take responsibility for a role in a task. Can use information given by others to complete a task and work collaboratively.</p> <p><b><u>Swimming:</u></b> Swim competently and confidently over 25 metres Use a range of strokes effectively Perform self-rescue unaided</p> <p style="text-align: center;"></p> <p>Select the correct skill to use independently and can link actions together in isolation and in competitive situations</p>

<p>metres</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p>I can work collaboratively in teams to compete against themselves and others and do so in a sportsman like manner.</p> <p>I know and understand the complex rounders rules.</p>		<p>with success</p> <p>Compare and analyse different performances with success</p> <p>Apply basic and complicated terminology in the correct setting</p>
	<p><b>Net/Wall Games:</b></p> <p>I can use forehand, backhand and overhead shots in isolation.</p> <p>I am beginning to use forehand, backhand and overhead shots with more confidence in games.</p> <p>I am beginning to start games with the appropriate serves.</p> <p>I am beginning to make choices in games about the best shots to use with consistency.</p> <p>I am beginning to apply tactics to a game.</p> <p>I can use the full scoring system individually and in small sided games.</p>	<p>racquet, forehand, backhand, dominant, serve, pass, chase, send, stop, track, return, agility, play, overhead.</p>	<p>Beginning to understand complicated tactics and attempting to apply these in competitive situations</p> <p>Understand how to improve their skillset in comparison to the perfect model</p> <p>Apply basic rules to a competitive situation and is beginning to understand the complicated rules</p> <p>Understands the terms officiate and lead and can apply these in their lessons</p>
	<p><b>Athletics:</b></p> <p>I can use the appropriate pace for different running distances and understand why this is.</p> <p>I can demonstrate accuracy and good technique when throwing over distance.</p> <p>I can show good technique and control when jumping.</p> <p>I can choose an appropriate run up distance for individual athletic events.</p> <p>I can demonstrate a change over in a relay team with consistency.</p> <p>I can use appropriate terminology when explaining an activity to my peers.</p> <p>I can accurately and confidently score and judge across a range of athletics activities.</p> <p>I can record time and distance accurately.</p>	<p>jumping, throwing, running, sprinting, jogging, analyse, agility, balance, coordination, pace, fluency, movement, combinations, accuracy</p>	 <p>Work cooperatively in a pair, small group and team to achieve a desired outcome with success</p> <p>Work cooperatively with my peers when independently learning</p> <p>Always show respect, resilience, enthusiasm and aspiration in my lessons</p> <p>Shows sportsmanship to their peers when involved in a competitive situation</p>
	<p><b>OAA:</b></p> <p>I can recall and remember symbols, items and objects during a task as an individual and in a team.</p> <p>I often play a role in problem solving.</p> <p>I can communicate using code.</p> <p>I can evidence results and keep score.</p> <p>I understand grid referencing and can use it with success.</p> <p>I am beginning to understand how to use a compass.</p> <p>I can compete against others and perform under pressure.</p> <p>I take responsibility for a role in a task.</p> <p>I can use information given by others to complete a task and work collaboratively.</p>	<p>Symbols, maps, compass, compass points, directions, grid referencing, communication, teamwork, leadership, scale, orienteering, plan, solve, decipher</p>	<p>Identify the key bones and muscles and when we are using them</p> <p>Understands the importance of exercise and the different types of exercise that are available</p> <p>Understands the key components of fitness and how to maintain them outside of school</p> <p>Beginning to take on a leadership role within their group</p>

