









	By the end of EYFS 		By the end of KS1 	
Games	I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding (30-50M)	I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60)	I can travel in a variety of ways including running, jumping and changing directions.	I can make decisions about where and when to run.
	I can catch a large ball (30-50M)	I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60M)	I can begin to perform a range of throws including underarm and chest pass.	I can confidently send the ball to others in a range of ways (underarm, chest pass and bounce pass.
			I can receive a ball with basic control	I am beginning receive a ball in my hands with the correct technique
			I can begin to develop hand-eye coordination	I am becoming confident with my hand eye coordination.
			I can participate in simple games	I can begin to apply and combine a variety of skills to a game situation.
				I can understand the importance of rules and develop simple tactics within a game.
<p>National curriculum By the end of Key Stage 1 pupils will:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • participate in team games, developing simple tactics for attacking and defending 				

	By the end of EYFS 		By the end of KS1 	
Gym	I can mount stairs, steps or climbing equipment using alternate feet (30-50M)	I can travel with confidence and skill around, under, over and through balancing and climbing equipment (40-60M)	I can copy and explore explores basic movements with some control and coordination (roll, jump and balance)	I can explore different pathways and patterns through travel.
	I can stand momentarily on one foot when shown (30-50M)	I can experiment with different ways of moving. (40-60M)	I can begin to perform different body shapes (core)	I can confidently perform different body shapes (core)
	I can draw lines and circles using gross motor movements (30-50M)	I can show good control and co-ordination in large and small movements (ELG)	I can begin to perform at different levels.	I can perform at different levels and directions
	I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding (30-50M)		I can perform a 2 footed jump.	I can perform 2 jumping actions (straight and star jump)
			I can begin to use the equipment safely	I can use equipment and explore how to use it in a variety of ways
			I can perform balances with some control.	I can perform a balance with control
			I can begin to perform simple rolls (teddy bear roll, log roll)	I can begin to explore different rolls.
			I can link 2 or more movements in a sequence.	I can link 3 or more movements to create a sequence
<p>National curriculum By the end of Key Stage 1 pupils will:</p> <ul style="list-style-type: none"> develop balance, agility and co-ordination, and begin to apply these in a range of activities 				



		By the end of EYFS 		By the end of KS1 	
Dance	I can use movement to express feelings. (30-50)	I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (40-60M)	I can copy and explore basic movements and body patterns	I can copy and explore basic movements and body patterns with clear control.	
	I can create movement in response to music. (30-50)	I can represent my own ideas, thoughts and feelings through dance ELG	I can remember simple movements and dance steps	I can vary speed and levels in my dance sequence	
	I can capture experiences and responses with a range of media, such as music, dance (30-50)		I can begin to link movements to sounds and music.	I can vary the size of my body shape.	
			I can respond to a range of stimuli (clap)	I can respond imaginatively to stimuli.	
				I can use space well and negotiate space clearly.	
				I can add change of direction to a sequence	
				I can begin to describe a short dance using appropriate vocabulary. (level, speed, direction, unison/ cannon)	
<p>National curriculum By the end of Key Stage 1 pupils will:</p> <ul style="list-style-type: none"> perform dances using simple movement patterns. 					



		By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
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Games	I can begin to travel in a variety of directions and for purpose (defending/attacking)	I can apply basic skills of traveling for attacking and defending	I can travel with a ball showing changes of speed and directions using either foot or hand.	I can effectively travel with a ball into the correct space.(with intent)	
	I can travel bouncing a ball with some control	I can strike a ball with intent and throw it more accurately when bowling and/or fielding.	I can vary skills and link these in ways that suit the games activity	I can vary skills, actions and ideas and link these in ways that suit the games activity.	
	I can confidently send the ball to others in a range of ways (underarm, chest pass, over arm, over arm and bounce pass)	I can show confidence in using ball skills in various ways and can link these together (passing, throwing and shooting)	I can use a range of techniques and skills with increasing accuracy.	I can use a range of techniques effectively	
	I can receive a ball with control when under pressure in game state.	I can use running, jumping, throwing and catching in isolation and combination	I can show confidence in using ball skills in various ways and can link these together.	I can show confidence in using ball skills in various ways and can link these together effectively.	
	I can use skills with coordination and control.	I can use skills with coordination, control and fluency	I can apply basic skills for attacking and defending	I can apply knowledge of skills for attacking and defending.	
	I can commutate, work as a team and begin to compete during game situations	I can take part in a competitive game.	I can take part in a competitive game with an understanding of tactics.	I can take part in a competitive game with strong understanding of tactics and composition.	
	I can develop my knowledge of games	I begin to create my own game using knowledge and skills taught.	I can create my own game using knowledge and skills taught.	I can modify competitive games.	
	I can understand the term possession and when it apply during game play.	I begin to use skills to keep possession and control of the ball.	I begin to use a range of skills to keep possession and control of the ball.	I can keep possession of the ball during game situations	
	I can choose good places to stand when receiving, and give reasons for their choice	I can effectively play a competitive net/wall game.	I can begin to make suggestions as to what resources can be used to differentiate a game.	I can confidently make suggestions as to what resources can be used to differentiate a game.	

	I can choose and use batting or throwing skills to make the game hard for their opponents.	I can experiment with different techniques to attack and defend.	I can select the right approach to attack and defend in games situations.	I can effectively select the right approach to attacking and defending in games situation.
	I can explain what attacking and defending is.	I can begin to show an awareness of when to attack and defend.	I can show an understanding of when to attack and defend.	I can choose when to pass or dribble, so that they keep possession and make progress towards the goal.
<p>National curriculum By the end of Key Stage 2 pupils will:</p> <ul style="list-style-type: none"> • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				

		By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
					
Dance	I can begin to improvise independently to create a simple dance				
	I can begin to improvise with a partner to create a simple dance.	I can improvise with a partner or on my own.	I can begin to improvise, still demonstrating fluency across my sequence on my own, with a partner or group.	I can improvise with confidence, still demonstrating fluency across my sequence, on my own, with a partner or in a group.	
	I can translate ideas from stimuli to movement with support	I can demonstrate provision and some control in response to stimuli.	I can move appropriately and with the required style in relation to the stimulus	I can move appropriately and with the required style in relation to the stimulus using various levels, ways of traveling and motifs.	
	I can begin to compare and adapt movements and motifs to create a larger sequence.	I can begin to vary dynamics and develop active and motifs.	I can begin to exaggerate dance moves and motifs (using expression when moving)	I can exaggerate dance movements and motifs using expression when moving.	
	I can use simple dance vocabulary to improve and compare work.	I can modify a sequence using dance vocabulary as a result of self-evaluation.	I can modify part of a sequence using complex dance vocabulary as a result of self and peer evaluation	I can demonstrate a strong imagination when creating own dance sequences and motifs using peer and self-evaluation to assist.	
	I can perform dances with an awareness of rhythm on their own or in a group.	I can perform dances with rhythm and use spatial awareness.	I can perform using the space provided to it's maximum potential	I can perform with confidence using a range of movement patterns to use the space.	
			I can begin to show change of pace and timing and combine flexibility, techniques and movements to create a fluent sequence	I can move to the beat accurately and dance with fluency linking all of my movements and ensuring they flow.	
		I understand the need to warm up	I can organise my own warm up and cool down, understanding the importance of it.	I can understand why dance is good for fitness.	
<p>National curriculum By the end of Key Stage 2 pupils will:</p>					

- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

		By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
					
Gym	I can improve the quality of my rolls, jumps, travel, body shapes and balance.	I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.	I can perform taught skills in a consistent performance.	I can combine and perform taught skills with precision, control and fluently.	
	I can describe my own work using simple gym vocabulary	I can begin to use gym vocabulary to describe how to improve and refine performances	I can use more complex gym vocabulary describe how to improve and refine performances	I can confidently use more complex gym vocabulary describe how to improve and refine performances	
	I can copy, explore and remember a variety of movements and use them to create my own sequence	I can create gymnastic sequences that meet a theme or set of objectives.	I can create sequences and adapt them.	I can develop their own sequences.	
	I can apply compositional ideas independently and with others to create a sequence.	I can begin to develop strength, technique and flexibility throughout performances	I can develop strength, technique and flexibility throughout performances.	I can perform difficult actions with an emphasis on extension, clear body shape and changes in direction.	
	I can begin to develop good technique of taught skills when using equipment.	I can begin to apply sequences of taught skills to equipment	I can begin to understand composition by performing more complex sequences and apply them to equipment	I can develop strength, technique and flexibility throughout performances on the floor and on equipment.	
<p>National curriculum By the end of Key Stage 2 pupils will:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					

		By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
					
Athletics	I can run at speeds appropriate for the distance.	I can begin to build a variety of running techniques.	I can build a variety of running techniques and use with confidence	I can use a variety of running techniques and with them in a competitive situation	
	I can perform a running jump with some accuracy	I can perform a running jump with more than one component	I can perform a jump with more than one component for specific height or distance	I can apply my jumping skills for specific height or distances in a competitive situation.	
	I can perform a variety of throws using a selection of equipment	I can demonstrate accuracy in throwing activities	I can demonstrate accuracy and confidence in throwing activities, understanding when throws needs to change for distance or equipment	I can apply my throwing techniques with accuracy and confidence for specific throws in a competitive situation.	
		<p>National curriculum By the end of Key Stage 2 pupils will:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			

	Year 3	Year 4	Year 5	Year 6
Outdoor Adventurous Activities	I can begging to develop listening skills when listening to a partner or adult	I can develop listening skills	I can develop strong listening skills	I can develop strong listening skills
	I can begin to use compass points	I can begin to use a simple map	I can use and interpret simple maps	I can use and interpret maps
	I can begin to think activities through	I can begging to think activities through and problem solve	I can think activities through and problem solve using basic general knowledge.	I can think activities through and problem solve using basic general knowledge.
		I can begin to choose and apply strategies	I can choose and apply strategies to solve problems with support	I can choose and apply strategies to solve problems
	I can begin to understand how to stay safe	I can begin to demonstrate an understanding in how to stay safe	I can demonstrate an understanding in how to stay safe	I can confidently show and understand how to be safe.
	<p>National curriculum By the end of Key Stage 2 pupils will:</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Evaluation	I can comment on own and other performance	I can watch and describe a performance	I can watch and describe a performance accurately
	I can give comments on how to improve performance	I can begin to think about how I can improve my work	I can learn from other in how I can improve my skills
	I can use appropriate vocabulary when giving feedback	I can work with a partner or with a small group to improve my skills	I can comment on tactics and techniques to help improve performances
		I can make suggestions in how to improve my work	I can make suggestions in how to improve my work, commenting on similarities and differences.
	National curriculum By the end of Key Stage 2 pupils will: <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		