

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> • I can roll a ball • I can begin to hit a ball with given equipment • I can run in a straight line • I can begin to catch items such as a bean bag • I can kick a ball 	<ul style="list-style-type: none"> • I show control when rolling a ball • I can hit a ball with control using the appropriate equipment • I can run with control • I can catch a ball moving object • I can kick with control 	<ul style="list-style-type: none"> • I understand the terms 'opponent' and 'teammate' • I can develop basic tactics for small team games • I can lead others in small game situations • I can set myself targets to improve my performance 	<ul style="list-style-type: none"> • I can throw and catch various objects/balls with control • I follow rules of games and play fairly • Can maintain possession of a ball • I can pass to teammates when appropriate 	<ul style="list-style-type: none"> • I can strike a ball and field with control • I can choose appropriate tactics to cause problems for the opposition • I am an effective teammate • I can lead a team effectively 	<ul style="list-style-type: none"> • I can choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking) • I can work alone or with team mates in order to gain points or possession • I can strike a bowled or volleyed ball with some accuracy • I can choose appropriate tactics for a game • I uphold the spirit of fair play and respect in all competitive situations 	<ul style="list-style-type: none"> • I can strike a bowled or volleyed ball with increasing accuracy • I can use forehand and backhand strokes in racket games • I can field, defend and attack tactically by anticipating the direction of play. • I can lead others when called upon. • I am a good role model to other
Dance/Gymnastics	<ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. 	<ul style="list-style-type: none"> • I can move with control and coordination I can link two or more actions in a sequence • I can move with some control and awareness of space • I can link two or more actions to make a sequence • I can show contrasts (e.g.: small / tall, straight / curved, wide / narrow • I can climb 	<ul style="list-style-type: none"> • I can copy and remember moves and positions • I can choose appropriate movements to communicate mood / feelings / ideas • I can copy and remember actions • I can travel by rolling forwards, backwards and sideways • I can hold a position whilst balancing on 	<ul style="list-style-type: none"> • I can refine movements into sequences • I can change the speed and level within a performance • I can develop suppleness through stretching • I can refine movements into sequences • I can show changes of direction, speed and level during a performance • I can swing and 	<ul style="list-style-type: none"> • I can plan, perform and repeat sequences • I can move in a clear, fluent and expressive manner • I can create dances and movements that convey a clear idea • I can develop physical strength by practicing moves • I can plan, perform and repeat 	<ul style="list-style-type: none"> • I can compose creative and imaginative dance sequences • I can express an idea in original and imaginative ways • I can create complex and well executed sequences that include a range of movements: - travelling - balances - swinging - bending - 	<ul style="list-style-type: none"> • I can perform expressively and hold a precise and strong body posture • I can create and perform complex sequences • I can perform with high energy, slow grace or other themes and maintain this throughout a performance • I can perform complex moves that combine strength and stamina gained

		<p>safely on low level equipment</p> <ul style="list-style-type: none"> • I can stretch and curl to develop flexibility • I can jump in a variety of ways and land with some control and balance 	<p>different points of my body</p> <ul style="list-style-type: none"> • I can climb safely on large equipment • I can stretch and curl to develop increasing flexibility • I can jump in a variety of ways and land with increasing control and balance 	<p>hang from equipment safely using my hands</p>	<p>sequences I can move in a clear, fluent and expressive manner</p> <ul style="list-style-type: none"> • I can travel in a variety of ways (e.g: flight by transferring weight to generate power in movement) I understand centre and gravity and can use this to create interesting body shapes 	<p>stretching</p> <ul style="list-style-type: none"> • - twisting - gestures - linking shapes I can link sequences of movements effectively I can practice and refine gymnastic techniques I demonstrate good kinaesthetic awareness 	<p>through gymnastics, (eg: cartwheels and handstands)</p> <ul style="list-style-type: none"> • I can create complex and well executed sequences that include a range of movements: - springing - flight - vaults - inversions - rotations • - - shapes that are strong, fluent and expressive. • I can vary speed, direction, level and body rotation during floor performances • I can practice and refine the gymnastic techniques listed above • I can use equipment to vault and to swing, remaining up
Athletics	<ul style="list-style-type: none"> • I can throw a ball underarm towards a space • I can run in a straight line • I can jump 	<ul style="list-style-type: none"> • I can run at different speeds • I can jump from a standing position • I can perform a variety of throws with basic control 	<ul style="list-style-type: none"> • I can change the speed and direction whilst running • I can jump from a standing position with accuracy • I can perform a variety of throws with control and coordination 	<ul style="list-style-type: none"> • I can sprint over a short distance up to 60m • I can use a range of throwing techniques (underarm/overarm) • I can compete with others • I can improve personal best performances 	<ul style="list-style-type: none"> • I can run over a longer distance , conserving energy to sustain performance • I can throw with accuracy to hit a target or cover a distance • I can jump in a number of ways, using a run ip if appropriate • I can compete with others and 	<ul style="list-style-type: none"> • I can combine sprinting with low hurdles over 60m • I can throw accurately and refine performance by analysing technique and body shape • I can compete with others and keep track of personal best performances, 	<ul style="list-style-type: none"> • I can choose the best places for running over a variety of distances • I show control in take-off and landing when jumping • I compete with others and keep track of personal best performances, setting challenging

					aim to improve personal best performances	setting targets for improvement	targets for improvement
Swimming	<p>Safely enter and exit water Shows confidence in water Glides on front Gets face wet Puts head underwater Blows bubbles Floats using floatation aid Floats unaided Glides/Floats across pool unaided Knows when to seek help in water Recognises signals for help in bodies of water Recognises signals in the pool area Knows rules for pool etiquette (no running etc)</p>			<p>Safely enter and exit the water Display confidence in, on and under water Floats on back Glides and kicks across pool Swims across the pool using freestyle arm action Coordinate arm and leg action to swim across the pool Swim across the pool using backstroke Swim across the pool using breaststroke Identify safety procedures and know when to seek help Show lifesaving techniques</p> <p>+ Previous targets</p>		<p>Safely enter and exit water Swim freestyle and breathe correctly for at least 1 length of the pool Swim backstroke for at least 1 length of the pool Swim breaststroke and breathe correctly for at least 1 length of the pool Identify safety procedures and know when to seek help Show lifesaving techniques</p> <p>+ Previous targets</p>	
OAA	<ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<ul style="list-style-type: none"> I can follow and complete small sets of instructions from an adult I can know when I have been successful in completing a given activity I can work well in a partnership and a small group I can participate in lesson safely. 	<ul style="list-style-type: none"> I can listen and follow instructions from an adult I can complete a given activity accurately, following rules. I can work in a group I can participate in a safe manner. 	<ul style="list-style-type: none"> I can listen to instructions from a partner/adult. I can think activities through and problem solve. I can discuss and work with others in a group. I can demonstrate an understanding of how to stay safe. 	<ul style="list-style-type: none"> I can support others I can seek support when I need it I can orientate a map I can lead a team I am an effective team member I show resilience when plans do not work I use my initiative to try new ways of working I can use a compass to orientate myself. 	<ul style="list-style-type: none"> I can support others I can seek support when I need it I can orientate a map I can lead a team effectively I am an effective team member I show resilience when plans do not work I use my initiative to try new ways of working I can use a compass and digital devices to orientate myself I remain aware of changing conditions and change plans if necessary 	<ul style="list-style-type: none"> I can select appropriate equipment for OAA I can identify possible risks and think of ways to manage them I ask for advice and listen to experts I embrace leadership and team role I can gain the commitment and respect of my team I remain positive even in the most challenging of circumstances I show empathy towards others and offer support without being asked I seek support from the team and experts if in doubt

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