

Year: Reception (EYFS)

Physical	Compete and Perform	Co-operate	Creative	Health and Fitness
Children are able to: <ul style="list-style-type: none">• control large and fine movement skills (across balance, travel and object control)• demonstrate balance and control as they travel, around, under, over and through objects• move confidently in a variety of ways• safely negotiate self-space• handle a range of small and large equipment effectively.• get changed independently.	Children are able to: <ul style="list-style-type: none">• show interest and take part in a range of physical activities regardless of their starting point• work to individual targets and be motivated to meet them.• challenge themselves with a range of resources and equipment• keep going, even when not successful the first time• show a desire to improve their skills (e.g. can I do one more than before)	Children are able to: <ul style="list-style-type: none">• play co-operatively, taking turns with others• take account of other children's interests in the activity.• take on different roles within activities (e.g. follow and lead)• work with a partner to keep an activity going• listen to simple rules and expectations to take part in a task safely• share their ideas• listen to others• take responsibility for their own equipment	Children are able to: <ul style="list-style-type: none">• respond imaginatively to different stimuli (music, art, story and pictures etc.)• ask questions about their movement learning• explore equipment in different ways (how many ways can I...)• know what they like and dislike• respond to feedback• create their own examples within an activity• describe what they are doing• use language to describe how they move expressively as well as accurately (e.g. I am moving fast, I am whizzing etc.)	Children are able to: <ul style="list-style-type: none">• know that changes happen to their body when they move• describe parts of the body that are moving when active• maintain personal space when travelling• recognise that activity is good for the body• land and stop safely• take part in activities suitable to their skill level and progression• follow rules to keep safe

Year: Year 1

Physical	Compete and Perform	Co-operate	Creative	Health and Fitness
<p>Pupils will be able to:</p> <ul style="list-style-type: none">• demonstrate many travel, balance and object control skills in isolation (e.g. throw, catch, kick, strike and dribble) and with developing accuracy and control• show a variety of jumping actions in isolation (i.e. 2-2 feet, 1-2 feet, hop, leap & 2-1 feet)• run with confidence and co-ordination (speed & direction)• travel rhythmically in different ways (gallop, hop, run & skip)• balance on different parts of the body• Land and stop with control• sequence simple movements• perform different shapes of the body through balance (wide, narrow and tucked)• perform simple rotations of the body	<p>Pupils will be able to:</p> <ul style="list-style-type: none">• Set a target and be able to meet that target with perseverance (e.g. catch a ball 5 times without dropping or scoring 2 points in a game)• participate in 1vs.1 games being able to keep control of the object and score points• score points in simple games• travel into space• be able to defend Space• show concentration when performing• Follow simple rules and a scoring system• perform sequences of movements, linking 3 or more actions together (i.e. travel and balance)• show expression in their movement• perform actions with increasing confidence	<p>Pupils will be able to:</p> <ul style="list-style-type: none">• support and encourage others in their performance• work with a partner to copy simple sequences• follow and lead movement actions• cooperate with a partner to keep a game going or rally going• Follow instructions and apply a simple rule to activities• help to set up activities and equipment and take responsibility for their equipment	<p>Pupils will be able to:</p> <ul style="list-style-type: none">• respond imaginatively in movement to words, images, sounds and objects• watch, copy and describe movements that others have done• ask questions and responds positively to teacher/partner/class feedback	<p>Pupils will be able to:</p> <ul style="list-style-type: none">• get changed independently• take part in sustained activity• identify what happens to their body when they take part in physical activity• show awareness of others when working in a practical space• use equipment sensibly and with correct intent• make judgements about what they can and cannot do safely• show enjoyment in and through movement

Year: Year 2				
Physical	Compete and Perform	Co-operate	Creative	Health and Fitness
<p>Pupils will be able to:</p> <ul style="list-style-type: none"> perform hand-eye, foot-eye and stick-eye co-ordination, travel and balance skills with some control link skills together (e.g. running, stop, catch and throw) adapt movements to show changes to levels, speed, direction and pathway apply travel, balance and object control skills in different activity contexts balance on isolated parts of the body both on the floor and apparatus. hit targets with increasing accuracy and distance Move in spaces and avoid obstacles safely 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> score points set targets to challenge themselves identify and apply simple rules and suggest their own develop simple tactics for attacking and defending <p><i>Defending:</i></p> <ul style="list-style-type: none"> <i>stay close to an opponent</i> <i>move towards a loose ball.</i> <p><i>Attacking:</i></p> <ul style="list-style-type: none"> <i>keep possession</i> <i>move towards the goal</i> <i>identify space</i> <ul style="list-style-type: none"> evaluate performances saying what they can do well and what they need to improve on show gesture and concentration in their performances 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> follow rules celebrate others' success. cooperate with a partner (2vs2) to be successful compete 2v2 to outwit an opponent support and encourage team mates take turns in different roles (performer, planner, observer, audience and official). work in a small groups to undertake a challenge or activity 	<p>Pupils are able to:</p> <ul style="list-style-type: none"> create or change games, dances, sequences and performance ideas express an idea through movement develop their own ideas linked to a topic or theme create and use ideas from others 	<p>Pupils are able to:</p> <ul style="list-style-type: none"> get changed quickly and independently (up to 5 minutes) recognise and describe what their body feels like in different types of activities know why warming up and cooling down is important for the body. lift/move/place equipment safely. hold balances for at least 5 seconds to show strength in different parts of the body take part and maintain sustained physical activity

Year: Year 3				
Physical	Compete and Perform	Co-operate	Creative	Health and Fitness
<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • perform fundamental movement skills with control and accuracy • link movements together to create interesting and prolonged sequences of movement • apply and adapt movement skills in multiple activity contexts (jumping to catch a ball, off a bench, a leap in a dance etc.) • explore varying dynamics of movement including changes to speed, direction, pathways, body shape, levels (etc.) • demonstrate contrasting actions 	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • apply skills under increasing pressure responding to the specific rules of the activity (e.g. strike the ball after one bounce or pass within 4 seconds) • understand and apply terms such as attacking and defending in a game and apply simple tactics to different game situations. • Show motivation to take part in a range of modified and formal games (invasion, net and wall and striking and fielding game situations). • can compete in small sided games and activities (i.e. 3vs3 or 4vs4) • sets targets to achieve personal bests that inspire them to improve and achieve 	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • confidently work towards a goal with others with a partner or in small groups • understand terms such as communication, collaboration and competition • confidently take on different roles in activities, with knowledge of the task and what is expected of them • set up equipment and tasks for their group/team 	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • describe and evaluate the work completed by others • suggest ideas for how they can develop their own and others' work • talk in more detail about how improvements can be made using a rich vocabulary (adjectives, verbs, adverbs) and subject specific language • develop imaginative movement ideas related to a theme, topic or stimulus • try out new ideas and strategies with resilience and determination • experiment with movement patterns and equipment 	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • respond to the different demands of an activity (speed, stamina, suppleness, strength and skill) • know that different activities will affect the body in different ways and give examples • know and describe the short term effects of different exercise activities on the body • know why we warm up and cool down and respond to warm up tasks independently. • demonstrate water confidence • can organise their own kit, equipment in a timely way • work safely and with due consideration to others (including aquatic environments)

Year: Year 4				
Physical	Compete and Perform	Co-operate	Creative	Health and Fitness
<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • know and perform Fundamental movement skills with consistent control, accuracy and under pressure • demonstrate specialised skills across travel, balance and object control (e.g. forward roll, bowling, sprinting) • apply a range of fundamental movement skills and some specialised skills effectively across activity areas • run, jump and throw in isolation and with power and speed for distance and accuracy • confidently apply skills in combination (e.g. run, jump, stop and catch or hop, skip, jump) 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • play a range of modified, made up and structured games that have specific rules and strategies • show determination and commitment to challenging tasks • apply basic principles of attacking and defending across different games contexts • strive to meet challenging targets • outwit an opponent in 1:1 situations • track an opponent to close down a space • attempt to score points for their team • persist in meeting a goal/target/score even if first unsuccessful 	<p>Pupils will:</p> <ul style="list-style-type: none"> • consolidate skills in communication and collaboration in a positive manner and know the benefits/differences of each. • work together in small group situations to plan, perform and evaluate their learning • confidently take on different roles in activities including performance, officiating and organisation • recognise their specific strengths within activities and challenges to support the 'team' • show kindness, honesty, fairness and respect 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use more technical vocabulary related to the activity and to extend their knowledge. • make connections in their physical learning to wider curriculum areas (literacy, science, maths, history, art, music etc.) • suggest a variety of ways in which they and others can improve their work • create and perform original sequences of movement that connect to a theme, story, topic or concept 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • know and describe what an effective warm up and cool down is, and how to do this safely. • recognise what activities help to build speed, strength, stamina and why they are important • recognise how specific activities can affect the body and discuss how they feel before, during and after activity • know how health and fitness can affect performance • show awareness and respect of others and the environment they are working in • work independently and safely in a range of activity contexts

Physical Year 5	Compete and Perform	Co-operate	Creative	Health and Fitness
<p>pupils will be able to:</p> <ul style="list-style-type: none"> • execute movement skills with precision and accuracy • perform and create complex patterns to include twists, lifts, turns and rotations with control and confidence • perform a range of specialised skills for e.g. in striking, rotation, shooting, running, throwing, throwing, dribbling and bowling etc. • apply skills in challenging concepts of space, relationships, with different equipment and effort. • Show entry and exit into water • demonstrate a recognisable stroke • be able to keep float in water (treading water) 	<p>pupils will:</p> <ul style="list-style-type: none"> • show determination and commitment to a task/activity • have knowledge of a variety of competitive games: their structure, rules and roles within them • apply basic principles of attacking and defending confidently. • set personal bests and targets that change across the activity context • use specific vocabulary to evaluate performance. • Perform expressively, using dynamic qualities and language 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • work with others and communicate their ideas and feelings positively with growing confidence • support all members of the class and 'team' • identify their individual and collective strengths and weaknesses as part of a team • confidently discuss and share group ideas • show kindness, honesty, fairness, humility and respect at all times 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • describe, analyse, interpret, and evaluate others work, showing an understanding of the techniques and skills being used. • adapt performances to suit the audience • suggest parts of game play that need improving and begin to suggest practices in which to do this • be able to select movements based on their aesthetic quality and creativity • choose and imaginatively explore different actions in response to a stimulus 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • organise warm up and cool down activities to suit the demands of the activity • identify different aspects of fitness required to take part in physical activity • show flexibility, strength, stamina, technique, control and balance • understand why physical activity is important for physical and mental health and that there are many ways in which to achieve this • sustain participation in physically demanding activity

Year: Year 6				
Physical	Compete and Perform	Co-operate	Creative	Health and Fitness
<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • perform fundamental movement skills with consistent control, precision and accuracy • develop a number of specialised actions across travel, balance and object control skills • show variation in their movements to adapt to changes in the environment and task, such as: speed, levels, apparatus, people, force and using different parts of the body (e.g. kick left and right, throw one handed etc.) 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • purposefully apply principles of attacking and defending as a strategy in competitive contexts • understand the rules of activities and suggest their own rules to make tasks harder or easier • understand what makes a performance effective and successful • show appreciation and give feedback of others' work 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • lead on tasks and activities • be an effective team player, listening to others and contributing to the planning and evaluation of group tasks • communicate ideas, within all tasks and express feelings in a constructive and positive way. • take on roles to support the 'team' or group • compose and perform dances and artistic sequences with a partner, in trios and in groups • ensure everyone is included and listened to in the activity 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • link their movement learning to the wider curriculum and explain how concepts and ideas connect • show a variation of mood, gesture and expression in movement • refine their work and others using criteria they have created 	<p>Pupils will:</p> <ul style="list-style-type: none"> • understand why exercise is good for fitness, health and wellbeing and make informed decisions that supports their daily and long-term health • know that there are different ways to be physically active • regularly take part in activities they enjoy and/or want to improve in • plan, implement and lead activity, warm-ups and cool downs and know that these vary from one activity to another • consider safe practice and the welfare of others in all activity contexts • can organise equipment and space safely and independently