	Nursery	Reception	Year 1	Year 2
Games	Start taking part in some group activities which they make up for themselves, or in teams.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	I can travel in a variety of ways including running, jumping and changing directions.	I can make decisions about where and when to run.
	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills	Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sport.	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.
		Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	Receives a ball with basic control	I am beginning receive a ball in my hands with the correct technique
		Negotiate space and obstacles safely, with consideration for themselves and others.	I can begin to develop hand-eye coordination	I am becoming confident with my hand eye coordination.
		Demonstrate strength, balance and coordination when playing.	I can participate in simple games	I can begin to apply and combine a variety of skills to a game situation.
		Move energetically such as running, jumping, dancing, hopping, skipping and climbing.		I can understand the importance of rules and develop simple tactics within a game.
		Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.		

		Gross Motor Skills ELG Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. End of EYFS assessment point		
	National curriculum **By the end of Key Stage 1 pupils will:** • **master basic movements including running, jumping, throwing and catching** • **participate in team games, developing simple tactics for attacking and defending**			

	Nursery	Reception	Year 1	Year 2
Gym	Go up steps and stairs, or climb up apparatus, using alternate feet	Revise and refine the fundamental movement skills they have already acquired: rolling running, crawling, hopping, walking, skipping, jumping, and climbing.	**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.
	Use large muscle movements to wave flags and streamers, paint and make marks.	Develop overall body strength, balance, and coordination.	**I can** begin to perform different body shapes (core)	**I can** confidently perform different body shapes (core)

	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Gross Motor Skills ELG Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. End of EYFS assessment point	I can begin to perform at different levels.	I can perform at different levels and directions
			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
	National curriculum **By the end of Key Stage 1 pupils will:** • **develop balance, agility and co-ordination, and begin to apply these in a range of activities**			

	Nursery	Reception	Year 1	Year 2

Dance	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Progress towards a more fluent style of moving with developing control and grace.	I can copy and explore basic movements and body patterns	I can copy and explore basic movements and body patterns with clear control.
	Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.	I can remember simple movements and dance steps	I can vary speed and levels in my dance sequence
	Match their developing physical skills to tasks and activities in the setting. For example, they decide to crawl, walk or run across a plank, depending on its length and width.	Listen attentively, move to and talk about music, expressing their feelings and responses. EAD	I can begin to link movements to sounds and music.	I can vary the size of my body shape.
		Watch and talk about dance and performance art, expressing their feelings and responses. EAD	I can respond to a range of stimuli (clap)	I can respond imaginatively to stimuli.
		Explore and engage in music making and dance, performing solo or in groups. EAD		I can use space well and negotiate space clearly.
		Gross Motor Skills ELG Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing. End of EYFS assessment point.		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)
	National curriculum **By the end of Key Stage 1 pupils will:** **perform dances using simple movement patterns.**			
Athletics			I can move at different speeds over varying distances	I can sprint from one end to another
			I can develop balance	I can develop jumping for distance
			I can develop agility and co-ordination	I can develop technique when jumping for height
			I can explore hopping, jumping and leaping for distance	I can develop throwing for distance and accuracy
			I can develop throwing for accuracy and distance	I can apply my knowledge in an athletics carousel

	National curriculum **By the end of Key Stage 1 pupils will:** • **develop agility, co-ordination, jump from height and develop throwing for distance and accuracy**

	Nursery	Reception	Year 1	Year 2
Physical Development (Health and Fine Motor Health)	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Develop their small motor skills so that they can use a range of tools competently safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		
	Start to eat independently and learning how to use a knife and fork.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity – healthy eating – tooth brushing – sensible amounts of 'screen time' – having a good sleep routine being a safe pedestrian. Develop the foundations of a handwriting style which is fast, accurate and efficient.		
	Show a preference for a dominant hand.	Further develop the skills they need to manage the school day successfully: - lining up and queuing – meal times – personal hygiene.		

	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Fine Motor ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. End of EYFS assessment point		
	Use one- handed tools and equipment, for example, making snips in paper with scissors.			
	Use a comfortable grip with good control when holding pens and pencils.			
	Make healthy choices about food, drink, activity and tooth brushing.			I can begin to describe a short dance using appropriate vocabulary. (level, speed, direction, unison/ cannon)
	National curriculum **By the end of Key Stage 1 pupils will:** • **perform dances using simple movement patterns.**			

	Year 3	Year 4	Year 5	Year 6
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 effectively travel with a ball into the correct space.	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 actions 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, shooting and throwing)	I can use a range of techniques effectively when passing, kicking and dribbling effectively.	I can use different techniques effectively when passing and dribbling
	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 knowledge of skills for attacking and defending.	I can apply knowledge of skills for attacking and defending.
	I can communicate, work as a team and begin to compete during game situations	I can take part in a competitive game.	I can modify competitive games.	I can modify competitive games and explain why I have modified them.

	I can develop my knowledge of games	I begin to create my own game using knowledge and skills taught.	I can keep possession of the ball during game situations	I can strike a ball with intent and throw it more accurately when bowling and/or fielding.
	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 can confidently make suggestions as to what resources can be used to differentiate a game.	I can keep possession of the ball during game situations
	I can choose good places to stand (space) when receiving, and give reasons for their choice	I can effectively play a competitive net/wall game.	I can effectively select the right approach to attacking and defending in games situation	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 choose when to pass or dribble, so that they keep possession and make progress towards the goal.	I can effectively select the right approach to attacking and defending in games situation
	I can explain what attacking and defending is.			I can choose when to pass or dribble, so that they keep possession and make progress towards the goal.
	National curriculum **By the end of Key Stage 2 pupils will:** • **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.**			

	Year 3	Year 4	Year 5	Year 6
Dance	I can begin to improvise independently to create a simple dance	I can improvise with a partner or on my own.	I can improvise with confidence, still demonstrating fluency across my sequence, on my own, with a partner or in a group.	I can improvise with confidence, still demonstrating fluency across my sequence, on my own, with a partner or in a group.
	I can begin to improvise with a partner to create a simple dance.	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 using various levels, ways of traveling and motifs.	I can move appropriately and with the required style in relation to the stimulus using various levels, ways of traveling and motifs.
	I can translate ideas from stimuli to movement with support	I can begin to vary dynamics and develop active and motifs.	I can exaggerate dance movements and motifs using expression when moving.	I can exaggerate dance movements and motifs using expression when moving.
	I can begin to compare and adapt movements and motifs to create a larger sequence.	I can modify a sequence using dance vocabulary as a result of self-evaluation.	I can demonstrate a strong imagination when creating own dance sequences and motifs using peer and self-evaluation to assist..	I can demonstrate a strong imagination when creating own dance sequences and motifs using peer and self-evaluation to assist..
	I can use simple dance vocabulary to improve and compare work.	I can perform dances with rhythm and use spatial awareness.	I can perform with confidence using a range of movement patterns to use the space.	I can perform with confidence using a range of movement patterns to use the space.

	I can perform dances with an awareness of rhythm on their own or in a group.	I understand the need to warm up	I can move to the beat accurately and dance with fluency linking all of my movements and ensuring they flow.	I can move to the beat accurately and dance with fluency linking all of my movements and ensuring they flow.
			I can understand why dance is good for fitness.	I can understand why dance is good for fitness.
	National curriculum **By the end of Key Stage 2 pupils will:** • **perform dances using a range of movement patterns** • **compare their performances with previous ones and demonstrate improvement to achieve their personal best.**			

	Year 3	Year 4	Year 5	Year 6
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 combine and perform taught skills with precision, control and fluency	I can combine and perform taught skills with precision, control and fluently independently and with a partner
	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 confidently 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 and suggest ways to improve to others
	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 develop my own sequences.	I can develop my own sequences independently and with a group
	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 perform difficult actions with an emphasis on extension, clear body shape and changes in direction.	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 develop strength, technique and flexibility throughout performances on the floor and on equipment.	I can develop strength, technique and flexibility throughout performances on the floor and on a range of equipment.
	National curriculum **By the end of Key Stage 2 pupils will:** • **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.**			

	Year 3	Year 4	Year 5	Year 6
Athletics	I can run at speeds appropriate for the distance.		I can use a variety of running techniques and with them in a competitive situation	I can use a variety of running techniques and with them in a competitive situation such as sprinting
	I can perform a running jump with some accuracy		I can apply my jumping skills for specific height or distances	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 apply my throwing techniques with accuracy and confidence for specific throws in a competitive situation.	I can apply my throwing techniques with accuracy and confidence for specific throws in a competitive situation.

	National curriculum **By the end of Key Stage 2 pupils will:** • **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
Swimming		I can swim 5m with face dipped in the water	I can swim competently, confidently over a distance of at least 25m.	
		I can enter shallow then deep water by a) turning and sliding-in & b) jumping in independently and exiting the pool.	Use a range of strokes effectively.	
		I can glide from side and back horizontally on front for slow count of 3, both face-out and face-in.	I can perform safe self-rescue in different water-based situations.	
		I can swim 10m front and back paddle with arms pulling and legs kicking – 5 metres must be in the deep.		

		I can float motionless horizontally on front and back in shallow and deep water.		
	National curriculum **By the end of Key stage 2 pupils will:** • Be able to swim competently and confidently over a distance of at least 25m • Use a range of strokes effectively • Perform safe self-rescue in different water based situations			

	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 understand how to stay safe	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 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.
	National curriculum **By the end of Key Stage 2 pupils will:** • **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:** • **compare their performances with previous ones and demonstrate improvement to achieve their personal best.**		