

| Stage | Physical/Technical Skills | Social skills | Psychological Skills |
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| EYFS | <p>All pupils are expected to: Recognise the need to account for space. Manage their movements safely. Use a range of equipment. Handle a variety of objects with increasing control, including rolling, pushing, kicking, throwing and catching. Be able to change clothing and go to the toilet independently. Move in a variety of ways safely, at different speed and with imagination. Move with control and coordination.</p> | <p>All pupils expected to: Listen and respond to basic instructions from the teacher. Begin to work with a partner to complete simple tasks (e.g. rolling a ball to each other).</p> | <p>All pupils are expected to: Develop confidence to perform a variety of different fundamental movements including throwing and catching. Have a basic understanding of the importance of physical activity and healthy living. Understand why their heart beats fast after running. Understand the importance of using equipment safely.</p> |
| Year 1 | <p>All children are expected to: Games Use basic underarm, rolling and hitting skills Sometimes use overarm skills Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency Sometimes catch a beanbag and a medium-sized ball Track balls and other equipment sent to them, moving in line with the ball to collect it Throw, hit and kick a ball in a variety of ways, depending on the needs of the game Choose different ways of hitting, throwing, striking or kicking the ball decide where to stand to make it difficult for their opponent Describe what they and others are doing Describe how their body feels during games Athletics Run at fast, medium and slow speeds, changing speed and direction</p> | <p>All children are expected to: Listen and respond to instructions from the teacher. Work with a partner or small group to complete tasks or challenges.</p> | <p>All children are expected to: Demonstrate confidence when performing a variety of skills. Understand why they breathe harder during a run or exercise. Understand that improvement comes through hard work and practice.</p> |

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| | <p>Link running and jumping activities with some fluency, control and consistency</p> <p>Make up and repeat a short sequence of linked jumps</p> <p>take part in a relay activity, remembering when to run and what to do</p> <p>Throw a variety of objects, changing their action for accuracy and distance</p> <p>Recognize when their heart rate, temperature and breathing rate have changed</p> <p>Dance</p> <p>Perform basic body actions</p> <p>Use different parts of the body singly and in combination</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance</p> <p>Choose appropriate movements for different dance ideas</p> <p>Remember and repeat short dance phrases and simple dances</p> <p>Move with control</p> <p>Vary the way they use space</p> <p>Describe how their lungs and heart work when dancing</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement</p> <p>Gymnastics</p> <p>Show basic control and coordination when travelling and when remaining still</p> <p>Choose and link 'like' actions</p> <p>Remember and repeat these actions accurately and consistently</p> <p>Find and use space safely, with an awareness of others</p> <p>Identify and copy the basic actions of gymnasts</p> | | |
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| | <p>use words such as rolling, travelling, balancing, climbing</p> <p>Make their body tense, relaxed, stretched and curled</p> <p>Describe what they do in their movement phrases.</p> | | |
| Year 2 | <p>All children are expected to:</p> <p>Games: Show awareness of opponents and teammates when playing games. Perform basic skills of rolling, striking and kicking with more confidence apply these skills in a variety of simple games Make choices about appropriate targets, space and equipment Use a variety of simple tactics Describe how their bodies work and feel when playing games</p> <p>Athletics Run at fast, medium and slow speeds, changing speed and direction Link running and jumping activities with some fluency, control and consistency Make up and repeat a short sequence of linked jumps Take part in a relay activity, remembering when to run and what to do Throw a variety of objects, changing their action for accuracy and distance Recognize when their heart rate, temperature and breathing rate have changed</p> <p>Dance: Perform body actions with control and coordination</p> | <p>All children are expected to:</p> <p>Work well with a partner and in a small group to improve their skills</p> <p>Talk about ways they could improve their work</p> | <p>All children are expected to:</p> <p>Understand the importance of regular exercise and how regular practice will improve performance.</p> <p>Begin to understand and use vocabulary which self-motivates, as well as demonstrating a determination to succeed.</p> |

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| | <p>Choose movements with different Dynamic qualities to make a dance phrase that expresses an idea, mood or feeling</p> <p>link actions</p> <p>Remember and repeat dance phrases</p> <p>Perform short dances, showing an Understanding of expressive qualities</p> <p>describe the mood, feelings and expressive qualities of dance</p> <p>Describe how dancing affects their body</p> <p>Know why it is important to be active</p> <p>Gymnastics:</p> <p>Plan and repeat simple sequences of actions</p> <p>Show contrasts in shape</p> <p>Perform the basic gymnastic actions with coordination, control and variety</p> <p>Recognise and describe how they feel after exercise.</p> <p>describe what their bodies feel like during gymnastic activity</p> <p>describe what they and others have done</p> <p>say why they think gymnastic actions are being performed well</p> | | |
| Year 3 | <p>All children are expected to:</p> <p>Games:</p> <p>Throw and catch with control to keep possession and score 'goals', be aware of space and use it to support team-mates and cause problems for the opposition</p> <p>Know and use rules fairly to keep games going</p> <p>Keep possession with some success when using equipment that is not used for throwing and catching skills</p> <p>explain why it is important to warm up and cool down</p> | <p>All children are expected to:</p> <p>Begin to watch the performances of others and look for areas for development in order to improve performance.</p> <p>Perform warm up activities (lead by teacher) whilst working with a partner or small group.</p> | <p>All children are expected to:</p> <p>Find solutions to simple problems.</p> <p>Develop strategies to motivate and encourage themselves.</p> |

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| | <p>Say when a player has moved to help others Apply this knowledge to their own play</p> <p>Athletics Understand and demonstrate the difference between sprinting and running for sustained periods Know and demonstrate a range of throwing techniques Throw with some accuracy and power into a target area Perform a range of jumps, showing consistent technique and sometimes using a short run-up Play different roles in small groups relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up Compare and contrast performances using appropriate language</p> <p>Dance: Improvise freely, translating ideas from a stimulus into movements Create dance phrases that communicate ideas Share and create dance phrases with a partner and in a small group repeat, remember and perform these phrases in a dance Use dynamic, rhythmic and expressive qualities clearly and with control understand the importance of warming up and cooling down Recognise and talk about the movements used and the expressive qualities of dance Suggest improvements to their own and other people's dances</p> <p>Gymnastics:</p> | <p>Support and encourage others to try hard and improve their own performance.</p> | |
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| | <p>Use a greater number of their own ideas for movements in response to a task</p> <p>Choose and plan sequences of contrasting actions</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability</p> <p>Explain how strength and suppleness affect performance</p> <p>identify some muscle groups used in gymnastic activities</p> <p>Suggest warm-up activities</p> <p>Compare and contrast gymnastic sequences, commenting on similarities and differences</p> <p>With help, recognise how performances could be improved</p> | | |
| Year 4 | <p>All children expected to:</p> <p>Games:</p> <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques</p> <p>Find ways of attacking successfully when using other skills</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score</p> <p>Know the rules of the game.</p> <p>Understand that they need to defend as well as attack</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games</p> <p>show a clear understanding of how to warm up and cool down safely</p> <p>Dance</p> <p>Respond imaginatively to a range of stimuli related to character and narrative</p> | <p>All children are expected to:</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.</p> <p>Lead a partner through short warm-up routines</p> <p>Begin to watch, describe and suggest possible improvements to others performances</p> <p>Begin to suggest improvements to their own performance.</p> <p>Compare and contrast performances using appropriate language</p> | <p>All children are expected to:</p> <p>Begin to think about the correct skills to use in different situations.</p> <p>Find solutions to a range of problems.</p> <p>Demonstrate positive attitudes towards learning and development.</p> <p>Understand what constitutes a 'healthy diet'.</p> <p>Be able to explain how a warm-up activity prepares the body and the mind for physical activity.</p> |

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| | <p>Use simple routines and movement patterns to structure dance phrases on their own, with a partner and in a group. Refine, repeat and remember dance phrases and dances Perform dances clearly and fluently. Begin to describe and evaluate routines.</p> <p>Gymnastics Perform actions, balances, body shapes and agilities with control Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement Adapt their own movements to include a partner in a sequence Understand that strength and suppleness can be improved Recognise criteria that lead to improvement, e.g. changing a level</p> <p>Athletics Understand and demonstrate the difference between sprinting and running for sustained periods Know and demonstrate a range of throwing techniques Throw with some accuracy and power into a target area Perform a range of jumps, showing consistent technique and sometimes using a short run-up Play different roles in small groups Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up</p> | | |
| <p>Year 5</p> | <p>All children are expected to: Games:</p> | <p>All children are expected to: Prepare physically and organisationally for challenges</p> | <p>All children are expected to: Choose and perform skills and strategies effectively.</p> |

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| | <p>To pass, catch and control the ball with some accuracy, occasionally under pressure. Pupils will attempt to attack and defend. To attempt to strike the ball when bowled. To make contact with the shuttle/ball. - In small sided matches attempt to adapt to changing situations when attacking and defending. Pupils are aware of the difference between a defender and attacker. They are beginning to show accuracy when striking, passing, catching or fielding a ball.</p> <p>Athletics To be able to understand the correct sprint technique over short distances. To attempt the correct leading and trailing leg technique in hurdles. To jump using the correct take off foot To explore a variety of angles of release in throwing events. – To understand some basic athletics tactics, For example, what is involved in a relay race, or how to pace themselves in a middle distance race? Describe, interpret and evaluate dance, using appropriate language</p> <p>Dance: To move in time to the beat. To choreograph a routine for a small group. To attempt to use canon and unison in routines. – To work at different levels. Routines begin to show flow. Pupils perform expressive sequences with good posture. Show sensitivity to the dance idea and the accompaniment</p> <p>Gymnastics:</p> | <p>they are set, taking into account the group's safety.</p> <p>Identify what they do well, as individuals and as a group.</p> <p>Suggest ways each other might improve, with confidence and clarity.</p> <p>Begin to demonstrate leadership in leading a small group through warm up.</p> | <p>Find solutions to problems and challenges.</p> <p>Plan, implement and refine the strategies they use.</p> <p>Demonstrate positive attitudes towards improving performance.</p> |
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| | <p>Pupils are always aware of the positions their body can do.</p> <p>Body tension is sometimes evident in performances.</p> <p>To plan a sequence for a small group to follow.</p> <p>To use basic moves to link between moves in a sequence without walking too often.</p> <p>To perform in a solo or group sequence showing some clarity in most of their moves.</p> | | |
| Year 6 | <p>All children are expected to:</p> <p>Games: Pass, catch and control a ball using a variety of passes. Be more confident when attacking and defending. Strike a ball when it is bowled and attempt to find spaces. Make contact with a shuttle/ball and select the correct shot. In small sided matches adapt to changing situations using the appropriate tactics.</p> <p>Athletics: Successfully sprint over 80m and 150m. Know and perform the 4 stages of a jump (run up, take off, flight, and landing). Be confident in high jump with and explore a variety of jumps. Understand the importance of angle of release in throws. Make decisions about what to do improve performance and that of others.</p> <p>Dance: Begin to move in time to a regular and more challenging beat, to a variety of music genres. Choreograph a routine for the individuals and others to perform.</p> | <p>All children are expected to: Embrace leadership, listen and respond to the instructions of peers</p> <p>Take the lead in a team role. Understand different roles within teams</p> <p>Perform effectively as part of a partnership, team or group.</p> <p>Begin to analyse the performances of their peers and provide critique.</p> | <p>All children are expected to: Be aware of their strengths and weaknesses in different situations.</p> <p>Have a growth-mindset approach towards improving performance.</p> <p>Understand the nature of a problem/challenge and know what they want to achieve.</p> <p>Show confidence within a range of familiar and changing environments and adapt quickly.</p> <p>Analyse and reflect on their own performances</p> <p>Understand how regular physical activity and a healthy diet can have a positive impact on mental health.</p> |

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| | <p>Begin to understand the terms 'canon' and 'unison' and explore these terms.</p> <p>Work on different levels, using some complex moves.</p> <p>Routines show fluid movements.</p> <p>Gymnastics:</p> <p>Be aware of the different positions their body can do.</p> <p>These positions include some inversions.</p> <p>Gymnastic performances show body tension.</p> <p>Plan a sequence for others to perform. Use some complex moves to link between moves in a sequence without walking.</p> <p>Perform in a solo or group sequence using some complex moves, showing clarity in the moves.</p> | | |
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