

Reception

		Games	Dance	Gymnastics	Swimming	Athletics
Acquiring and Developing Skills	Explore basic skills, actions and ideas with increasing understanding. Remember and repeat simple skills and actions with increasing control and co-ordination	<p>To be able to copy actions. To repeat and explore skills. To move with some control and care.</p>				
Selecting and applying skills and tactics	<p>Explore how to choose and apply skills and actions in sequence.</p> <p>Vary the way they perform skills by using simple tactics and movement phrases.</p> <p>Apply the rules and conventions for different activities.</p>	<p>Throw a ball underarm.</p> <p>To roll a ball or hoop.</p> <p>To move and stop with care.</p>	<p>To perform some dance moves.</p> <p>Put moves together to make a short dance.</p>	<p>To show control and co-ordination when travelling or balancing.</p> <p>Copy sequences and repeat them.</p> <p>To perform a simple roll.</p> <p>To be able to balance.</p> <p>To climb safely.</p> <p>To stretch and curl their body.</p>	<p>To put their head in the water.</p> <p>To join in water activities in the pool.</p> <p>To explore different ways of moving in water.</p>	
Evaluating and improving own performance	<p>Describe what they have done.</p> <p>Observe, describe and copy what others have done.</p> <p>Use what they have learnt to improve their work.</p>	<p>To be able to talk about what they have done.</p>				
Knowledge and understanding of fitness and health	<p>How it is important to be active.</p> <p>To recognise and describe how their bodies feel during different activities.</p>	<p>To be able to describe how their body feels during an activity.</p>				

Year 1						
		Games	Dance	Gymnastics	Swimming	Athletics
Acquiring and Developing Skills	Explore basic skills, actions and ideas with increasing understanding. Remember and repeat simple skills and actions with increasing control and co-ordination	<p>To be able to copy actions.</p> <p>To repeat and explore skills.</p> <p>To move with some control and care.</p>				
Selecting and applying skills and tactics	Explore how to choose and apply skills and actions in sequence. Vary the way they perform skills by using simple tactics and movement phrases. Apply the rules and conventions for different activities.	<p>To roll a ball or hoop.</p> <p>To hit a ball with a bat.</p> <p>Move to catch or collect.</p> <p>Throw and kick a ball in different ways.</p> <p>To decide where to stand to make it difficult for the other team.</p>	<p>To show rhythm in some dance moves.</p> <p>To choose the best movements to show different ideas.</p> <p>To move carefully with control.</p> <p>To use space safely.</p>	<p>To show control and co-ordination when travelling or balancing.</p> <p>Copy sequences and repeat them.</p> <p>To perform a simple roll.</p> <p>To choose which actions to make.</p> <p>To travel in lots of different ways.</p>	<p>To put their head in the water.</p> <p>To confidently join in water activities in the pool.</p> <p>To swim with floats.</p>	
Evaluating and improving own performance	Describe what they have done. Observe, describe and copy what others have done. Use what they have learnt to improve their work.	<p>To be able to talk about what they have done.</p> <p>To describe what others have done.</p>				
Knowledge and understanding of fitness and health	How it is important to be active. To recognise and describe how their bodies feel during different activities.	<p>To be able to describe how their body feels during an activity.</p> <p>To exercise safely by looking for space.</p>				

Year 2

		Games	Dance	Gymnastics	Swimming	Athletics
Acquiring and Developing Skills	Explore basic skills, actions and ideas with increasing understanding. Remember and repeat simple skills and actions with increasing control and co-ordination	<p>To copy and remember actions</p> <p>To repeat and explore skills.</p> <p>To move with careful control, co-ordination and care.</p>				
Selecting and applying skills and tactics	Explore how to choose and apply skills and actions in sequence. Vary the way they perform skills by using simple tactics and movement phrases. Apply the rules and conventions for different activities.	<p>To use rolling, hitting and kicking skills in games.</p> <p>To decide on the best position to be in during a game.</p>	<p>To perform dance actions with control and co-ordination. To link two or more actions together to make a sequence.</p> <p>To remember and repeat dance movements.</p>	<p>To plan sequences of movements.</p> <p>To show contrasts such as small/tall, straight/curved and wide/narrow.</p> <p>To have controlled movements.</p>	<p>Using floats to swim with a controlled leg kick.</p> <p>To swim 5m without floats.</p> <p>To use one basic stroke to swim, breathing properly.</p>	
Evaluating and improving own performance	Describe what they have done. Observe, describe and copy what others have done. Use what they have learnt to improve their work.	<p>To talk about the differences between their own and others' performances.</p> <p>To identify how a performance could be improved.</p>				
Knowledge and understanding of fitness and health	How it is important to be active. To recognise and describe how their bodies feel during different activities.	<p>To describe how their body feels during different activities, using parts of the body to describe the effects.</p> <p>To know how to exercise safely by looking for space, others' and warming up properly.</p>				

Year 3

		Games	Dance	Gymnastics	Swimming	Athletics
Acquiring and Developing Skills	Consolidate existing skills and gain new ones. Perform actions and skills with more consistent control and quality.	To select and use the most appropriate skills, actions and ideas. To move with careful control, co-ordination and care.				
Selecting and applying skills and tactics	Plan, use and adapt strategies, tactics and ideas for individual, pair, and small team activities.  Develop and use knowledge of the principles behind the strategies and tactics to improve their effectiveness.  Apply rules and conventions for different activities.	To use the terms opponent and team mate when playing games.  To throw and catch a ball with increasing control and accuracy.  To follow rules in a game.  To develop some tactics for playing the game they are playing.	To perform dance actions with control and co-ordination.  To refine movements into sequences. To choose the best movements to communicate a mood or feeling.  To improvise with ideas and movements.	To balance on different points of the body.  To control shapes they perform.  To plan, perform and repeat sequences.  To include changes in speed and level in a sequence.	To swim up to 20m using arms and legs to move.  To use more than one swimming stroke.  To swim on the surface and below the water.  To begin to describe different swimming strokes.	To sprint over a short distance.  To run over a longer distance conserving energy.  To throw with accuracy to hit a target.  To jump in a number of ways, sometimes using a short run-up.
Evaluating and improving own performance	Identify what makes a performance effective. Suggest improvements	To talk about the differences between their own and others' performances.  To say what has gone well and why. To identify how a performance could be improved.				
Knowledge and understanding of fitness and health	How exercise effects the body in the short term. To warm up and prepare appropriately Why physical activity is good for health and well-being. Why wearing appropriate clothing and being hygienic is good for their health and safety.	To know how to exercise safely by looking for space, others' and warming up properly.  To give reasons why warming up before an activity is important.				

Year 4

		Games	Dance	Gymnastics	Swimming	Athletics	Outdoor
Acquiring and Developing Skills	Consolidate existing skills and gain new ones. Perform actions and skills with more consistent control and quality.	To select and use the most appropriate skills, actions and ideas.  To move with careful control, co-ordination and care.					
Selecting and applying skills and tactics	Plan, use and adapt strategies, tactics and ideas for individual, pair, and small team activities.  Develop and use knowledge of the principles behind the strategies and tactics to improve their effectiveness.  Apply rules and conventions for different activities.	To throw and catch a ball with control and accuracy. To strike and field a ball with control. To follow rules in a game. To keep possession of a ball (feet, hands, hockey stick) To choose appropriate tactics to cause a problem for the opposition.	To perform dance actions with control and co-ordination. To refine movements into sequences. Dance moves are clear and fluent. To choose the best movements to communicate a mood or feeling. To improvise with ideas and movements.	To balance on different points of the body. To control shapes they perform. To work on strength and suppleness by practising stretches and shapes. To plan, perform and repeat sequences. To include changes in speed and level in a sequence.	To swim up to 20m using arms and legs to move.  To use more than one swimming stroke.  To swim on the surface and below the water.  To begin to describe different swimming strokes.	To sprint over a short distance. To run over a longer distance conserving energy.  To throw with accuracy to hit a target, using a range of throwing techniques.  To jump in a number of ways, sometimes using a short run-up.	To follow a sketch map of places.  To use plans and diagrams to get from one place to another.  To work and behave safely.  To discuss with others how to solve a problem.
Evaluating and improving own performance	Identify what makes a performance effective. Suggest improvements	To talk about how their work is similar and different to others'. To say what has gone well and why. To identify how a performance could be improved.					
Knowledge and understanding of fitness and health	How exercise effects the body in the short term. To warm up and prepare appropriately Why physical activity is good for health and well-being. Why wearing appropriate clothing and being hygienic is good for their health and safety.	To give reasons why warming up before an activity is important.  To give reasons why physical activity is good for their health.					

Year 5

		Games	Dance	Gymnastics	Swimming	Athletics	Outdoor
Acquiring and Developing Skills	Consolidate existing skills and gain new ones. Perform actions and skills with more consistent control and quality.	To link skills, techniques and ideas and apply them accurately and appropriately. To be controlled and skilful in actions and movements.					
Selecting and applying skills and tactics	Plan, use and adapt strategies, tactics and ideas for individual, pair, and small team activities.  Develop and use knowledge of the principles behind the strategies and tactics to improve their effectiveness.  Apply rules and conventions for different activities.	To use a variety of techniques to pass.  To work within a team or alone to gain possession of the ball.  To field well.	To be creative and imaginative when composing own dances.  The movements they choose are controlled and express an emotion or a feeling.	To make complex sequences that include changes in direction, level and speed.  To combine actions shapes and balances in a gymnastic performance.  To make clear, accurate and consistent movements.	To use breast stroke, back stroke and front crawl more consistently.  To use arms and legs in a confident and co-ordinated way when swimming.	To choose the best pace for running.  To control the take-off and landing when jumping.  To throw accurately when throwing a distance.  To combine running and jumping well.	To follow a sketch map of places.  To use plans and diagrams to get from one place to another.  To work and behave safely.  To discuss with others how to solve a problem.
Evaluating and improving own performance	Identify what makes a performance effective. Suggest improvements	To compare and comment on the skills, techniques and ideas used in their work and that of others. To use this information to improve their own work.					
Knowledge and understanding of fitness and health	How exercise effects the body in the short term. To warm up and prepare appropriately Why physical activity is good for health and well-being. Why wearing appropriate clothing and being hygienic is good for their health and safety.	To explain and apply basic safety principles in preparing for exercise.  To describe the effects exercise has on their body.  To describe why physical activity is good for their health.					

Year 6							
		Games	Dance	Gymnastics	Swimming	Athletics	Outdoor
Acquiring and Developing Skills	Consolidate existing skills and gain new ones. Perform actions and skills with more consistent control and quality.	To select and combine skills, techniques and ideas. To move with precision, control and fluency.					
Selecting and applying skills and tactics	Plan, use and adapt strategies, tactics and ideas for individual, pair, and small team activities.  Develop and use knowledge of the principles behind the strategies and tactics to improve their effectiveness.  Apply rules and conventions for different activities.	To use forehand and backhand when playing racquet games.  To plan an approach to attacking and defending. To use a range of shots and strokes to strike a ball.  To choose appropriate tactics to cause a problem for the opposition.	To perform dance actions with expression.  To refine dances with style and artistic intention.  Dance moves chosen match the mood of accompanying music.  To improvise with ideas and movements.	To practise and perform with control.  Movements include controlled balances, shapes, levels and actions.	To swim up to 50m using arms and legs to move.  To use all three strokes with control.  To swim fluently.  To breathe so that the pattern of swimming is not interrupted.	To show accurate control, speed, strength and stamina in athletics.  To control the take-off and landing when jumping.  To throw accurately when throwing a distance.	To be careful but confident in unfamiliar environments.  To use their senses to assess risk and adapt plans.  To prepare well by considering safety first.
Evaluating and improving own performance	Identify what makes a performance effective. Suggest improvements	To compare and comment on the skills, techniques and ideas used in their work and that of others. To modify and refine my skills and techniques to improve their own work.					
Knowledge and understanding of fitness and health	How exercise effects the body in the short term. To warm up and prepare appropriately Why physical activity is good for health and well-being. Why wearing appropriate clothing and being hygienic is good for their health and safety.	To explain how different parts of the body react during different types of exercise.  To warm up and cool down in ways that suit the activity.  To describe why regular, safe exercise is good for my fitness, health and well-being.					