

	GYMNASTICS	DANCE	MULTI-SKILLS	GAMES	ATHLETICS
EYFS	Pupils move with increasing confidence on simple equipment.	Pupils move with confidence, imagination and safety.	<p>Throw objects with some accuracy.</p> <p>Pupils are able to change the way they move depending on the instruction given.</p> <p>Catch larger objects with increasing confidence.</p>	Pupils are able to follow simple instructions given.	<p>To run for a set amount of time</p> <p>Pupils can jump with feet together.</p>
YEAR 1	<p>Link two or more actions to make a sequence.</p> <p>Show contrasts (such as small /tall, straight/curved and wide/narrow).</p> <p>Travel by rolling forwards, backwards and sideways.</p>	<p>Copy and remember moves and positions.</p> <p>Move with careful control and coordination.</p> <p>Link two or more actions to perform a sequence.</p>	<p>Run at different speeds with good control, changing direction when necessary.</p> <p>Throw with a degree of accuracy.</p> <p>Catch larger objects confidently.</p>	<p>Use the terms 'opponent' and 'team-mate'.</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p>	<p>Athletic activities are combined with games in Years 1 and 2.</p> <p>Sprint over a short distance up to 60 metres.</p>
YEAR 2	<p>Travel by rolling forwards, backwards and sideways.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Climb safely on equipment.</p> <p>Stretch and curl to develop flexibility.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Link two or more actions to perform a sequence.</p> <p>Choose movements to communicate a mood, feeling or idea.</p> <p>Plan, perform and repeat sequences.</p>	<p>Run confidently at different speeds over a variety of distances, changing direction when necessary.</p> <p>Throw with accuracy over a range of distances.</p> <p>Catch objects, such as a tennis ball, with a degree of confidence.</p>	<p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Develop tactics.</p> <p>Lead others when appropriate.</p> <p>Throw and catch with control and accuracy.</p>	<p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Sprint over a short distance up to 60 metres.</p>
YEAR 3	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements.</p> <p>Show changes of direction, speed and level during performance.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p>	<p>Apply different skills to game situations, for example: Throwing and catching when fielding in rounders.</p> <p>Throw with accuracy over a range of distances to a team mate.</p> <p>Catch objects, such as a tennis ball, with a degree of confidence.</p>	<p>Throw and catch with control and accuracy.</p> <p>Strike a ball and field with control.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p>	<p>Sprint over a short distance up to 60 metres.</p> <p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (such as under arm, over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p>

YEAR 4	<p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>Swing and hang from equipment safely (using hands).</p>	<p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Apply different skills to game situations, for example: Throwing and catching when fielding in rounders.</p> <p>Apply skills when under pressure from an opponent.</p> <p>Throw with accuracy over a range of distances to a team mate – tennis ball, netball.</p> <p>Catch objects, such as a tennis ball and a rounders ball, with confidence.</p>	<p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>Pass to team mates at appropriate times.</p> <p>Lead others and act as a respectful team member.</p>	<p>Jump in a number of ways, using a run up where appropriate.</p> <p>Compete with others and aim to improve personal best performances.</p>
	<p>Create complex and well-executed sequences that include a full range of movements including: travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills.</p> <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p>	<p>Children should have strong skills: running, jumping, throwing and catching.</p> <p>Children to throw and catch a range of objects with confidence and use this in game situations.</p> <p>Children should run over different distances, choosing which pace to run at.</p> <p>Children to change direction with speed and confidence.</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p>	<p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best pace for running over a variety of distances.</p>

YEAR 6	Vary speed, direction, level and body rotation during floor performances.	Express an idea in original and imaginative ways.	Children should have strong skills: running, jumping, throwing and catching.	Use forehand and backhand when playing racket games.	Throw accurately and refine performance by analysing technique and body shape.
	Practise and refine the gymnastic techniques used in performances: travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills.	Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.	Children to throw and catch a range of objects with confidence and use this in game situations.	Field, defend and attack tactically by anticipating the direction of play.	Show control in take-off and landings when jumping.
	Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).	Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	Children should run over different distances, choosing which pace to run at.	Choose the most appropriate tactics for a game.	Compete with others and keep track of personal best performances, setting targets for improvement.
	Use equipment to vault and to swing (remaining upright).		Children to change direction with speed and confidence.	Uphold the spirit of fair play and respect in all competitive situations.	
				Lead others when called upon and act as a good role model within a team.	

### Swimming

KS2 – All pupils are expected to swim at least 25m unaided by the end of year 6. They should be able to swim on the surface and below the water, use more than one stroke and coordinate breathing as appropriate for the stroke used and coordinate leg and arm movements.

### Evaluating and improving performance

KS1 - teachers should talk about what worked well and how they could improve their work next time with increasing dependence put upon pupils doing this as they progress through into Year 2.

KS2 – Pupils should progress from comparing their similarities and differences to improve performances in LKS2 to comparing skills, techniques with increasing detail and being able to use these to modify and refine skills and techniques within their performances.

### Knowledge and understanding of fitness and health

KS1 – Teachers should talk about the importance of being healthy and changes in their body when active. Pupils should understand how to exercise safely and be able to describe how their bodies feel during various activities in Year 2.

KS2 – Pupils should begin to understand why the warm up and why physical activity is good for their health in LKS2. In UKS2 pupils should be able to explain how their body reacts to different types of exercise, warm ups and cool downs match activities and they should be able to explain why regular exercise is good for their health and fitness.