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| **Dance and Gymnastics** |
|  | **Dance** | **Gymnastics** |
| **Year 1** |

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* Remembers simple movements and dance steps
* Links movements to sounds and music.
* Responds to a range of stimuli
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| * Copies and explores basic movements and body patterns with some control.
* Performs at different levels.
* Can perform a 2 footed jump.
* Can use equipment safely.
* Balances with some control.
* Can link 2-3 simple movements.
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| **Year 2** |

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|  * Copies and explores basic movements with clear control.
* Translates ideas from stimuli into movement with support.
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|  * Explores and creates different pathways and patterns with varied levels and speed and direction in sequences.
* Can vary the size of body shapes.
* Uses equipment in a variety of ways to create a sequence.
* Link movements together to create a sequence.
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| **Year 3** |

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|  * Beginning to improvise with a partner to create a simple dance.
* Responds imaginatively to stimuli.
* Beginning to compare and adapt movements and motifs to create a larger sequence.
* Uses space well and negotiates space clearly.
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|  * Applies compositional ideas independently and with others to create a simple sequence.
* Copies, explores and remembers a variety of movements and uses these to create their own sequence.
* Beginning to show flexibility in movements.
* Beginning to develop good technique when travelling, turning, balancing and when using equipment.
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| **Year 4** |

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| * Confidently improvises with a partner or on their own.
* Demonstrating precision and some control in response to stimuli.
* Beginning to vary dynamics and develop actions and motifs.
* Demonstrates rhythm and spatial awareness.
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 | * Links skills with control, technique, co-ordination and fluency.
* Understands composition by performing more complex, longer sequences.
* Develops strength, technique and flexibility throughout performances.
* Creates sequences using various body shapes and equipment.
* Combines equipment with movement to create sequences.
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| **Year 5** | * Beginning to exaggerate dance movements with expression.
* Beginning to show a change of pace and timing in their movements.
* Uses the space provided to its maximum potential.
* Improvises with some confidence and fluency.
 | * Select and combine their skills, techniques and ideas.
* Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.
* Draw on what they know about composition when performing.
* Develops strength, technique and flexibility throughout sequences and performances, linking skills with fluency.
* Understands composition by performing more complex sequences.
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| **Year 6** | * Confidently exaggerate dance movements and with expression.
* Combines flexibility, techniques and precise movements to create a fluent sequence.
* Moves appropriately to the beat with the required style in relation to the stimulus.
* Improvises with confidence, still demonstrating fluency across their sequence.
 | * Plan and perform with confidence, precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels, direction and movement patterns.
* Adapts sequences to include a partner or a small group.
* Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus and showing consistency, fluency and clarity of movement.
* Develops strength, technique and flexibility throughout performances.
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| **Sport** |
|  | **Games / Ball skills** | **Athletics** |
| **Year 1** | * Can travel in a variety of ways including running and jumping.
* Beginning to perform a range of throws.
* Receives a ball with basic control.
* Beginning to develop hand-eye coordination.
* Participates in simple games with guidance.( E.g. informal game-in-the-park style football).
 | * Can run at different speeds.
* Can jump from a standing position.
* Performs a variety of throws with basic control.
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| **Year 2** | * Confident to send the ball to others in a range of ways.
* Beginning to apply and combine a variety of skills (to a game situation).
* Beginning to develop own games with peers.
* Understand the importance of rules in games.
* Develop simple tactics and use them appropriately.
* Beginning to develop an understanding of attacking/ defending.
 | * Can change speed and direction whilst running.
* Can jump from a standing position with accuracy.
* Performs a variety of throws with control and co-ordination.
* Can use equipment safely.
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| **Year 3** | * Understands tactics and composition by starting to vary how they respond. *E.g. a more organised game of football.*
* Beginning to communicate with others during game situations.
* Uses skills with co-ordination and control.
* Develops own rules for new games.
* Works well in a group to develop various games.
* Beginning to select resources independently to carry out different skills.
 | * Beginning to run at speeds appropriate for the distance.
* Can perform a distance jump with some accuracy.
* Performs a variety of throws using a selection of equipment.
* Can use equipment safely and with good control.
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| **Year 4** | * Shows confidence in using ball skills in various ways, and can link these together.
* Takes part in competitive games with an understanding of tactics and composition.
* Works well in a group to create and develop various games and can make suggestions as to what resources can be used to differentiate a game.
* Apply basic skills for attacking and defending.
* Develops spatial awareness.
 | * Beginning to build a variety of running techniques and use with confidence. *(e.g. sprint)*
* Can perform distance jumps, jumping for speed (eg speedbounce) and height (vertical jump)
* Demonstrates accuracy in throwing and catching activities.
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| **Year 5** | * Vary skills, actions and ideas and link these in ways that suit the games activity.
* Uses skills with co-ordination, control and fluency.
* Takes part in competitive games with a strong understanding of tactics and composition.
* Apply basic skills for attacking and defending.
 | * Beginning to build a variety of running techniques and use with confidence.
* Can perform a combination distance jumps, jumping for speed (eg speedbounce) and height (vertical jump)
* Demonstrates confidence in throwing and catching activities.
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| **Year 6** | * Vary skills, actions and ideas and link these in ways that suit the competitive game and can explain these to others.
* Shows confidence in using ball skills in various ways, and can link these together effectively.
* Consistently uses skills with co-ordination, control and fluency.
* Can create their own games using knowledge and skills through modifying competitive games.
* Compares and comments on skills to support creation of new games. \*
* Can make suggestions as to what resources can be used to differentiate a game.
* Apply knowledge of skills for attacking and defending.
* Uses running, jumping, throwing and catching in isolation and in combination.
 | * Can confidently variety of running techniques and use with confidence.
* Can perform a running jump with several components. *e.g. hop skip jump (triple jump)*
* Demonstrates accuracy and confidence in throwing and catching activities.
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| **Evaluation, discussion and vocabulary** |
| **Year 1** **Year 2** | * Can comment on own and others performance.
* Can give comments on how to improve performance.
* Use appropriate vocabulary when giving feedback.
* Use common words and vague phrases in descriptions.
* Use some topic vocabulary in descriptions e.g. attack, defend,
* sequence.
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| **Year 3****Year 4** | * Watches and describes performances accurately.
* Beginning to think about how they can improve their own work.
* Work with a partner or small group to improve their skills.
* Make suggestions on how to improve their work.
* Starts to use specific shape, positions names e.g. goal attack, straddle when giving descriptions.
* Uses specific shape and position names more confidently when giving descriptions.
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| **Year 5****Year 6** | * Watches and describes performances accurately.
* Learn from others how they can improve their skills.
* Comment on tactics and techniques to help improve performances.
* Make suggestions on how to improve their work, commenting on similarities and differences.
* Uses conceptual and appropriate vocabulary fluently when giving feedback and descriptions.
* Beginning to record peers’ performances, and evaluate these, comparing them to previous performances.
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| **Swimming (KS2 only)** |
| **Year 3****\*Year 4****Year 5****Year 6** | * Becomes confident in the water.
* Develops a range of swimming strokes.
* Can swim at least 25m independently with proficiency and confidence.
* Can perform self – rescue in different water based situations
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| **Adventurous Activities** |
| **Year 1** **Year 2** | * Develops good listening skills
* Listens to instructions from a partner / adult
* Begins to think activities through and problem solve
* Demonstrates an understanding of how to stay safe
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| **Year 3****Year 4****Year 5****Year 6** | * Develops strong listening skills
* Uses and interprets simple maps
* Thinks activities through and problem solve using general knowledge
* Choose and apply strategies to solve problems with support
* Demonstrates a strong understanding of how to stay safe.
* Is able to review, reflect and evaluate after problem solving activities.
* Activities include: Ford Castle (Yr3/4), Hawkhirst (Yr 5)
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