

# ATHLETICS

Year 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Run at different speeds	Change speed & direction whilst running	Run at a speed appropriate to the distance running	Improve and sustain running technique at different speeds	Demonstrate good control, strength, speed & stamina in a variety of athletic events	Continue to develop good control, strength, speed & stamina in a variety of athletic events
Jump from a standing position	Jump accurately from a standing position (2 feet to 2 feet, 2 feet to 1, 1 foot to 2 feet)	Take a running jump	Demonstrate accuracy & technique in a range of throwing & jumping actions	Begin to understand how to apply athletic skills & tactics to the competitive situation	Show good understanding of how to apply athletic skills & tactics to the competitive situation
Throw an object with 1 hand.	Throw a variety of objects with one hand	Demonstrate a range of throwing actions using a variety of objects (eg tennis ball, foam javelin, vortex)	Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Compare their performances with previous ones and demonstrate improvement to achieve their personal best
		Compare their performances with previous ones and demonstrate improvement to achieve their personal best			

EMERGING	EXPECTED	EXCEEDING

# DANCE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Respond appropriately to stimuli	Respond imaginatively to a variety of stimuli	Respond imaginatively to stimuli on their own & with a partner	Demonstrate control & fluency in response to stimuli	Perform & create motifs in response to stimuli with imagination, fluency and control	Perform & create motifs in response to stimuli with imagination, fluency and control
Copy & explore basic movements	Copy & explore basic movements	Explore and select movements to create a motif	Explore and select movements to create a motif individually, with a partner, or a small group.	Develop motifs by varying dynamics, levels, speed and direction.	Select own ways for developing motifs through varying dynamics, levels, speeds, directions etc.
Begin to vary dynamics, levels, speed & direction when exploring movements	Begin to vary dynamics, levels, speed & direction when exploring movements	With support develop motifs by varying dynamics, levels, speed and direction.	Develop motifs by varying dynamics, levels, speed and direction.	Develop a structure within a dance (follow my leader, mirroring, unison- refer to dance sheet)	Select own compositional structures for dance eg mirroring, unison, question and answer etc.
Choose actions & link them together to create a simple motif	Choose actions & link them together to create a simple motif	Teacher led- Begin to develop a structure within a dance (follow my leader, mirroring, unison- refer to dance sheet)	Begin to develop a structure within a dance (follow my leader, mirroring, unison- refer to dance sheet)	Compare with other performances and refine.	Compare with other performances and refine.
		Refine performance	Refine performance		

EMERGING	EXPECTED	EXCEEDING

# GYMNASTICS

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	Year 6
Hop, skip, jump in different directions	Travel and balance confidently in different ways and on different body parts	Travel in a variety of ways showing different levels, speeds and directions.	Use a variety of actions showing travelling, jumping, sliding rolling, turning and balancing on a range of different body parts	Perform a range of bridge shapes with back, front or side of body	Travel over/under a partner using different levels, directions, speeds.
Travel on different parts of the body.	Create different pathways eg straight, zigzag and curved. Move in different directions	Travel, jump, roll or spin showing symmetrical and asymmetrical shapes.	Balance at different levels and move into balances using different speeds.	Perform the 5 basic jumps (see back of Val Sabin folder)	Show counter balances/counter tension with a partner or a small group
Roll (sideways curled and stretched)	Turn, spin and twist	Jump $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ of a turn	Show an understanding of using different shapes, levels and speeds	Spring from feet to hands and back to feet again	Understand and use a variety of spatial relationships when working with a partner eg follow my leader, face to face, side to side, meeting and parting
Balance on large and small body parts	Perform a simple sequence with a partner	Balance showing a range of stretched and curled shapes	Compose a sequence(individually and with a partner) smoothly linking travelling, jumping, turning and balancing using contrasting speed, directions, levels and front	Perform a range of travelling and jumping actions initiated by pushing and pulling on the floor or apparatus.	Use cannon and synchronisation with a partner or a small group

Explore movements at different levels and speed	Use and understand different speeds and levels.	Compose a sequence (individually and with a partner) smoothly linking travelling, jumping, turning and balancing using different speeds, directions and levels.	Adapt ideas to transfer skills onto apparatus	Explore different ways of gripping apparatus with hands and different body parts to climb, swing, spring onto/off/over or balance.	Compose a sequence showing different jumps, landings, rolls, turns and flight taking weight from hands to feet. Show planned variation of speed, level and direction. Adapt and transfer to apparatus.
Link together 3 or more actions with some control and repeat them.	Compose a sequence with 3 or more actions using travel, roll, balance and jump	Adapt ideas to transfer skills onto apparatus		Explore a variety of rotations around different axes eg turning jumps, sideways rolls, turning on hands	
Explore the above on apparatus	Explore the above on apparatus			Compose a sequence showing different jumps, landings, rolls and actions of flight taking weight from hands to feet. Adapt and transfer to apparatus.	

EMERGING	EXPECTED	EXCEEDING

# GAMES KS1

Year 1	Year 2
<p>Can throw using underarm/overarm.</p> <p>Can roll a ball and hitting skills</p> <p>Can catch a beanbag and medium-sized ball</p> <p>Can hit and kick a ball in a variety of ways</p> <p>Shows some awareness of space and play simple versions of games</p> <p>Begin to track, intercept, stop and catch balls with some accuracy.</p>	<p>Show awareness of opponents and team mates when playing games</p> <p>Perform basic skills of rolling, striking and kicking with more confidence</p> <p>Apply these skills in a variety of simple games</p> <p>Improve catching and throwing skills</p> <p>Perform basic techniques of catching, throwing and kicking with a good level of consistency, achieving greater control and reacting quickly</p> <p>Track, intercept, stop and catch balls consistently, more fluently and can make early decisions in games and partner work.</p>

EMERGING	EXPECTED	EXCEEDING

## INVASION GAMES

MODIFIED...

HOCKEY

NETBALL

BASKET BALL

TAG RUGBY

FOOTBALL

YEAR 3

YEAR 4

Can throw and catch with control to keep possession and score goals

Be aware of and make use of space

Use rules fairly

Can play effectively with speed and precision in both large and small teams

Can decide where and when to pass the ball

Can vary tactics and adapt skills in different situations

Can play a wide range of games

Can play games with some fluency and accuracy, using a range of throwing and catching techniques

Can use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score

Knows the rules of a modified game and use them fairly

Understands how strength, stamina and speed can improve

Can keep possession and make progress consistently

Has a strong influence on games

EMERGING

EXPECTED

EXCEEDING

## STRIKING AND FIELDING

MODIFIED...

QWIK CRICKET

ROUNDERS

HOCKEY

YEAR 3

YEAR 4

Beginning to use a range of skills for throwing, striking, intercepting and stopping a ball

Beginning to perform these skills with some control and accuracy

Play a modified game following the rules

Can hit a bowled ball with some intent and force

Begin to collect, stop and intercept a ball with some efficiency

Throws a ball from a distance

Begin to make good tactical decisions

Identify and describe good play in order to improve

Can use a range of skills for throwing, striking, intercepting and stopping a ball

Can perform these skills with some control and accuracy

Play a modified game following the rules

Can consistently hit a bowled ball with intent and force

Can collect, stop and intercept a ball with increasing efficiency

Throw a ball well from a distance

Make good tactical decisions quickly

Identify and describe good play in order to improve

EMERGING

EXPECTED

EXCEEDING

**NET/WALL GAMES**

**MODIFIED ...**

TENNIS

BADMINTON

VOLLEY BALL

**YEAR 3**

**YEAR 4**

Begin to keep up a rally

Use some racket skills ( continuously bouncing a ball on a racket, hit a ball with a racket)

Begin to use some different tactics

Can use and keep rules effectively and fairly

Can use throwing, hitting and catching skills with a good degree of accuracy

Can change the length, pace and direction of their throws and shots

Can defend their court effectively

Can keep up a continuous rally

Use a small range of basic racket skills

Can use a range of different tactics

Can use and keep rules effectively and fairly

Can use throwing, hitting and catching skills with a good degree of accuracy

Can change the length, pace and direction of their throws and shots

Can defend their court effectively

**EMERGING**

**EXPECTED**

**EXCEEDING**

## INVASION GAMES

MODIFIED GAMES DEVELOPING TO FULL VERSIONS IN PREPARATION FOR INTER COMPETITIONS

HOCKEY

NETBALL

BASKET BALL

TAG RUGBY

FOOTBALL

<b>Year 5</b>	<b>Year 6</b>
Can dribble, pass and shoot with control	Can use different techniques for passing, controlling, dribbling and shooting the ball
Can identify and use tactics to help keep the ball and take it to the opposition's goal	Can use marking, tackling and/or interception to improve their defence
Can mark opponents and help each other in defence	Can play effectively as part of a team
Can explain what is more or less effective in the games played	Can play confidently and control the ball consistently
Can recognise change that can improve their team and individual performance	Has improved attacking and defending tactics
Can lead warm up activities	Play in a number of positions
	Can watch their own and other performances and suggest improvements

EMERGING	EXPECTED	EXCEEDING

## STRIKING AND FIELDING GAMES

MODIFIED GAMES DEVELOPING TO FULL VERSIONS IN PREPARATION FOR INTER COMPETITIONS

ROUNDERS    CRICKET

### Year 5

- Can strike a bowled ball
- Can use a range of fielding skills including catching, throwing, bowling, intercepting with control and consistency
- Can work well in pairs or group activities
- Can use and apply the basic rules consistently
- Can respond quickly and with control
- Can use a range of tactics for attacking and defending as batters, bowlers and fielders
- Can recognise their own strengths and suggest ways to improve these
- Begin to lead warm up activities

### Year 6

- Can strike a bowled ball
- Can use a range of fielding skills including catching, throwing, bowling, intercepting with control and consistency
- Can work well in pairs or group activities
- Can use and apply the basic rules consistently
- Can respond quickly and with control
- Can use a range of tactics for attacking and defending as batters, bowlers and fielders
- Can recognise their own strengths and suggest ways to improve these
- Lead warm up activities independently

EMERGING	EXPECTED	EXCEEDING