



EYFS	Key Stage 1	Key Stage 2
<p>Physical Development (PD)</p> <p>Early Learning Goals: Gross Motor Skills</p> <ul style="list-style-type: none"> Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Early Learning Goals: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p><i>The fine motor skills have cross curricular skills which link Physical Development, Literacy, Expressive Arts and Design. The links to gross motor skills is developing core muscle strength, stability, posture, grips and agility.</i></p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	EYFS	Year 1/2		Year 3/4		Year 5/6	
Social skills	<p>Take turns</p> <p>Learn to share equipment</p> <p>Share ideas</p> <p>Try again if don't succeed</p> <p>Practice skills</p> <p>Try new challenges</p> <p>Develop posture while sitting at a table and on the floor</p>	<p>Encourage others</p> <p>Talk to others about their ideas and take turns to listen</p> <p>Work with partners or small groups</p> <p>Demonstrate determination to carry on for longer periods of time and to complete a challenge</p> <p>Try independently before asking for help</p> <p>Share ideas</p> <p>Perform in front of others</p>		<p>Encourage and motivate others to achieve their best</p> <p>Work with others</p> <p>Work with others to manage games</p> <p>Persevere when something proves difficult</p> <p>Understand what 'good' looks like and try hard to achieve this</p> <p>Begin to rule rules and to be aware of fair play and honesty</p> <p>Show awareness of how others might feel</p> <p>Begin to understand what respecting others (including adults) look like</p>		<p>Share ideas and work together to decide on how to carry out a task</p> <p>Lead others and show consideration of all in a group situation</p> <p>Communicate effectively and clearly</p> <p>Understand what maximum effort looks and feels like and work hard to achieve this</p> <p>Use different strategies to persevere and achieve personal bests</p> <p>Compete within the rules of a game, showing fair play, honesty and respect for all involved</p> <p>Attempt challenges outside comfort zone</p>	
Evaluating and Improving Performance	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p> <p>Begin to use precise vocabulary to describe movement and directionality</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
Health and Fitness	<p>Describe how the body feels when still and when exercising.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Dance	<p>Copy basic body actions and rhythms</p> <p>Use travelling shapes and balances</p> <p>Travel in different pathways using the space around them</p> <p>Begin to show expression</p> <p>Begin to count to music</p> <p>Progress towards a more fluent style of</p>	<p>Copy, remember and repeat actions</p> <p>Choose actions for an idea</p> <p>With guidance, use changes of direction, speed and levels</p> <p>Show some expression</p> <p>Begin to use counts</p>	<p>Copy, remember and repeat a series of actions</p> <p>Select actions from a stimulus</p> <p>Use pathways, levels, shapes directions speeds and timing with guidance</p> <p>Use mirroring with a partner</p> <p>Show a character through actions</p>	<p>Copy, remember and perform a dance phase</p> <p>Create a short dance phase based on an idea</p> <p>Use canon, unison and formation to represent ideas</p> <p>Match expressions to ideas</p> <p>Use counts to stay in time with partners or groups</p>	<p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p>

	moving, with developing control and grace		Use counts to stay in time with music		<p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness</p>	<p>movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p>
Games	<p>Drop and catch with two hands.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Run and stop when instructed.</p> <p>Hit a ball with hands.</p> <p>Move a ball with feet.</p>	<p>Drop and catch a ball with one bounce on the move</p> <p><i>Move ball using different part of feet</i></p> <p><i>Throw and roll towards a target</i></p> <p><i>Kick toward stationary target</i></p> <p><i>Catch a beanbag and medium sized ball</i></p> <p><i>Begin to track balls and other equipment</i></p> <p><i>Strike a stationary ball with a racquet</i></p> <p><i>Run, stop and change direction with some control</i></p> <p><i>Recognise space around them</i></p> <p><i>Begin to use simple tactics with guidance</i></p>	<p>Dribble a ball with two hands on the move</p> <p>Dribble a ball, beginning to stop it when required</p> <p><i>Throw and roll towards a target</i></p> <p>Show when kicking towards a target</p> <p>Catch an object with and without bounce</p> <p>Begin to move to track a ball and stop it</p> <p><i>Strike a ball with a racquet</i></p> <p><i>Run, stop and change direction with increasing control</i></p> <p>Move to space to score goals or aid others</p> <p>Use simple tactics</p>	<p>Dribble a ball with one hand in game situations, beginning to show control</p> <p>Dribble a ball with feet in game situation with some control</p> <p>Use a range of throwing techniques in games</p> <p>Kick towards a partner in game situations</p> <p>Catch a ball using one and two hands</p> <p>Receive a ball using different parts of foot</p> <p>Strike a ball using varying techniques</p> <p>Change direction with increasing speed in games</p> <p>Use space in games with increasing success</p> <p>Use simple tactics individually and in games</p>	<p>Link dribbling the ball with other actions</p> <p>Change directions when dribbling with feet in games with some control</p> <p>Use a range of throwing techniques in games with increasing success</p> <p>Kick with more success in game situations</p> <p>Catch a ball using one and two hands with increasing success</p> <p>Receive a ball using different parts of foot while under pressure</p> <p>Strike a ball using varying techniques with increased accuracy</p> <p>Change direction to lose an opponent in games</p> <p>Create and use space in games</p> <p>Use simple tactics to help team score or gain possession</p>	<p>Use dribbling to change direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Use dribbling to change direction of play with control under pressure.</p> <p>Use a range of dribbling techniques to keep possession under pressure</p> <p>Use a variety of throwing techniques including fake passes</p> <p>Select and apply appropriate kicking techniques showing control</p> <p>Catch and intercept a ball using one and two hands with increased success in game situations.</p> <p>Receive a ball considering next move</p> <p>Strike a ball using a wider range of skills to outwit an opponent and apply these with increased control under pressure.</p> <p>Confidently change direction to outwit an opponent.</p> <p>Create and use space for self and others to outwit an opponent</p> <p>Work with others to crate tactics in games and evaluate how effective these are</p>
Gymnastics/Body Management <i>* detail on fundamental skills/activities recorded separately</i>	<p>Create basic shapes using different body parts</p> <p>Begin to take weight on different parts of body</p> <p>Show shapes and actions that stretch their body</p> <p>Copy and link simple actions together</p>	<p>Perform balances</p> <p>Make their body tense, relaxed, curled and stretched</p> <p>Take body weight on hands for short periods</p> <p>Demonstrate poses and movements that challenge flexibility</p> <p>Remember, repeat and link simple actions</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination and control</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it</p>

	Explore crawling, rolling, jumping and climbing Develop the overall body strength, co-ordination, balance and agility		Climb onto and jump off the equipment safely. Move with increasing control	Use turns whilst travelling in a variety of ways. Use a range of jumps in a sequence Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Further develop flexibility in movements.	Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.
Athletics	Run and stop with some control Explore skipping Jump and hop with bent knees Throw larger balls and beanbags Balance while stationary on moving Change direction at slower speeds Explore moving different body parts together Develop the overall body strength, co-ordination, balance and agility	Begin to run at different speeds Begin to link running and jumping Jump, leap and hop, choosing which allows furthest jumps Throw towards a target Show some control and balance travelling at different speeds Begin to show balance and co-ordination when changing directions Use co-ordination with and without equipment	Show balance and co-ordination when running at different speeds Link running and jumping Show hopping and jumping movements with some co-ordination Change technique to throw at a distance Show control and balance travelling at different speeds Show balance and co-ordination when changing directions Perform actions with increasing control with and without equipment	Show balance and co-ordination and technique when running at different speeds, stopping with control Link running, hopping and jumping activities with some fluency, control and consistency Jump for distance and height with awareness of technique Throw a variety of objects, changing their action for accuracy and distance Demonstrate balance when performing other skills Show balance when changing direction Co-ordinate their body more consistently in a range of activities	Demonstrate how and when to speed up and slow down when running Link hopping and jumping actions with some control Jump for distance and height showing balance and control Throw with some accuracy and power towards a target area Demonstrate good balance when performing other skills Show balance when changing direction at speed Begin to co-ordinate their boy at speed	Run at appropriate speed over longer distances or for longer periods of time Show control at take off and landing in more complex jumping actions Performa a range of more complex jumps showing some technique Show accuracy and power when throwing at distance Demonstrate good balance and control when performing other skills Demonstrate improved posture and speed when changing direction Co-ordinate a range of body parts with increasing speed	Demonstrate a controlled running technique using appropriate speed over longer distances or for longer periods of time Link running, hopping and jumping activities with greater control Jump for distance and height showing using good technique Show accuracy and good technique throwing at distance Show fluency and control when travelling, landing, stopping and changing direction Change direction fluently and transition smoothly between different speeds Co-ordinate a range of body parts fluently at an appropriate speed
Outdoor Adventurous activities	<i>Follow simple instructions</i> <i>Make decisions about where to move in a space</i> <i>Follow a path</i> <i>Begin to identify personal success</i>	<i>Follow instructions</i> <i>Begin to work with a partner or small group</i> <i>Understand simple rules of games</i> <i>Copy a simple map</i> <i>Identify own and others' success</i>	Follow instructions accurately Work with partners and small groups listening and taking turns Try different ideas to solve a task Follow and create a simple map Know when a challenge is solved and how it could be improved	Begin to choose the best equipment for an outdoor activity. Give and follow instructions from peers Work with partners and small groups listening and accepting ideas Plan and begin to solve problems using different strategies Orientate and follow a simple map Plan a simple trail for others	Accurately follow instructions from a peer and be able to give clear instructions Choose the best equipment for an outdoor activity. Experience a range of roles within a team and begin to identify the key skills required to succeed at each. Communicate ideas and listen to others before deciding what to do Plan and solve problem using a range of strategies Identity map symbols on a map and use a simple key	Use clear communication when working in a group, taking on different roles Begin to lead others by giving instructions Plan and apply strategies for more complex problems Orientate a map confidently using it to follow a course Choose the best equipment for an outdoor activity. Create a simple plan of an activity for others to follow.	Choose the best equipment for an outdoor activity. Use clear communication when working in a group, including when under pressure Be confident in leading others, being aware of others in the group Use skills to form strategies that can be used to solve problems Confidently and efficiently orientate a map, identifying key features to navigate a course
Swimming	Swimming will start in Year 2 at Bledington Primary School						
	Beginners		Developing skills		Intermediate		
	Submerge then stand in the water		Retrieve an object from floor of pool with one breath		Combine skills to retrieve and object from a greater depth		
	Use arms and legs together to move across short distances		Begin to co-ordinate breath in time with basic strokes		Demonstrate a smooth and consistent breathing technique for different strokes		
	Glide on front and back over short distances		Developing level of technique, co-ordinating appropriate parts of body		Demonstrate use of a wider range of strokes over longer distances		
	Float on front and back for short periods		Combine gliding and floating on front and back over longer distances		Combine gliding and transitioning into a stroke		
	Roll from front to back then stand		Float on front and back in various positions		Demonstrate a range of floating actions showing control		
			Scull head first, feet first and tread water		Select and apply appropriate survival techniques		