



	EYFS	Year 1	Year 2	Year 3	Year 4
Dance	KS1: perform dances using simple movement patterns			KS2: perform dances using a range of movement patterns	
	<ul style="list-style-type: none"> - Copy basic body actions and rhythms. - Choose and use travelling actions, shapes and balances. - Travel in different pathways using the space around them. - Begin to use dynamics and expression with guidance. - Begin to count to music. 	<ul style="list-style-type: none"> - Copy, remember and repeat actions. - Choose actions for an idea. - Use changes of direction, speed and levels with guidance. - Show some sense of dynamic and expressive qualities - Begin to use counts 	<ul style="list-style-type: none"> - Copy, remember and repeat a series of actions. - Select from a wider range of actions in relation to a stimulus. - Use pathways, levels, shapes, directions, speeds and timing with guidance. - Use mirroring and unison when completing actions with a partner. - Show a character through actions, dynamics and expression. - Use counts with help to stay in time with the music. 	<ul style="list-style-type: none"> - Copy remember and perform a dance phrase. - Create short dance phrases that communicate an idea. - Use canon, unison and formation to represent an idea. - Match dynamic and expressive qualities to a range of ideas. - Use counts to keep in time with a partner and group. 	<ul style="list-style-type: none"> - Copy, remember and adapt set choreography. - Choreograph considering structure individually, with a partner and in a group. - Use action and reaction to represent an idea. - Change dynamics to express changes in character or narrative. - Use counts when choreographing short phrases.
Fundamentals	KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.			KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	
	<ul style="list-style-type: none"> - Run and stop with some control. - Explore skipping as a travelling action. - Jump and hop with bent knees. - Throwing larger balls and beanbags into space. - Balance whilst stationary and on the move. - Change direction at a slow pace. - Explore moving different body parts together. 	<ul style="list-style-type: none"> - Attempt to run at different speeds showing an awareness of technique. - Begin to link running and jumping movements with some control. - Jump, leap and hop and choosing which allows them to jump the furthest. - Throw towards a target. - Show some control and balance when travelling at different speeds. - Begin to show balance and co-ordination when changing direction. - Use co-ordination with and without equipment. 	<ul style="list-style-type: none"> - Show balance and coordination when running at different speeds - Link running and jumping movements with some control and balance. - Show hopping and jumping movements with some balance and control. - Change technique to throw for distance. - Show control and balance when travelling at different speeds. - Demonstrates balance and co-ordination when changing direction. - Perform actions with increased control when co-ordinating their body with and without equipment. 	<ul style="list-style-type: none"> - Show balance, coordination and technique when running at different speeds, stopping with control. - Link running, hopping and jumping actions using different take offs and landing - Jump for distance and height with an awareness of technique. - Throw a variety of objects, changing action for accuracy and distance. - Demonstrate balance when performing other fundamental skills. - Show balance when changing direction in combination with other skills. - Can co-ordinate their bodies with increased consistency in a variety of activities. 	<ul style="list-style-type: none"> - 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 fundamental skills. - Show balance when changing direction at speed in combination with other skills. - Begin to co-ordinate their body at speed in response to a task.



	EYFS	Year 1	Year 2	Year 3	Year 4
Games	KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.			KS2: 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.	
	<ul style="list-style-type: none"> - Drop and catch with two hands. - Move a ball with feet. - Throw and roll a variety of beanbags and larger balls to space. - Kick larger balls to space. - Stop a beanbag or large ball sent to them using hands. - Attempt to stop a large ball sent to them using feet. - Hit a ball with hands. - Run and stop when instructed. - Move around showing limited awareness of others. - Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> - Drop and catch a ball after one bounce on the move - Move a ball using different parts of the foot. - Throw and roll towards a target with some varying techniques. - Kick towards a stationary target. - Catch a beanbag and a medium-sized ball. - Attempt to track balls and other equipment sent to them. - Strike a stationary ball using a racket. - Run, stop and change direction with some balance and control. - Recognise space in relation to others. - Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> - Dribble a ball with two hands on the move. - Dribble a ball with some success, stopping it when required. - Throw and roll towards a target using varying techniques with some success. - Show balance when kicking towards a target. - Catch an object passed to them, with and without a bounce. - Move to track a ball and stop it using feet with limited success. - Strike a ball using a racket. - Run, stop and change direction with balance and control. - Move to space to help score goals or limit others scoring. - Use simple tactics. 	<ul style="list-style-type: none"> - Dribble the ball with one hand with some control in game situations. - Dribble a ball with feet with some control in game situations. - Use a variety of throwing techniques in game situations. - Kick towards a partner in game situations. - Catch a ball passed to them using one and two hands with some success. - Receive a ball sent to them using different parts of the foot. - Strike a ball with varying techniques. - Change direction with increasing speed in game situations. - Use space with some success in game situations. - Use simple tactics individually and within a team. 	<ul style="list-style-type: none"> - Link dribbling the ball with other actions with increasing control. - Change direction when dribbling with feet with some control in game situations. - Use a variety of throwing techniques with increasing success in games situations. - Kick with increasing success in game situations. - Catch a ball passed to them using one and two hands with increasing success. Receive a ball using different parts of the foot under pressure. - Strike a ball using varying techniques with increasing accuracy. - Change direction to lose an opponent with some success. - Create and use space with some success in game situations. - Use simple tactics to help their team score or gain possession.
Body Management	KS1: master basic movements as well as developing balance, agility and co-ordination.			KS2: develop flexibility, strength, technique, control and balance.	
	<ul style="list-style-type: none"> - Create shapes showing a basic level of stillness using different parts of their bodies. - Begin to take weight on different body parts. - Show shapes and actions that stretch their bodies. - Copy and link simple actions together. 	<ul style="list-style-type: none"> - Perform balances making their body tense, stretched and curled. - Take body weight on hands for short periods of time. - Demonstrate poses and movements that challenge their flexibility. - Remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> - Perform balances on different body parts with some control and balance. - Take body weight on different body parts, with and without apparatus. - Show increased awareness of extension and flexibility in actions. - Copy, remember, repeat and plan linking simple actions with some control and technique 	<ul style="list-style-type: none"> - Complete balances with increasing stability, control and technique. - Demonstrate some strength and control when taking weight on different body parts for longer periods of time. - Demonstrate increased flexibility and extension in their actions. - Choose actions that flow well into one another both on and off apparatus. 	<ul style="list-style-type: none"> - Use body tension to perform balances both individually and with a partner. - Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions. - Plan and perform sequences showing control and technique with and without a partner.



	EYFS	Year 1	Year 2	Year 3	Year 4
OAA	KS1: participate in team games, developing simple tactics.			KS2: take part in outdoor and adventurous activity challenges both individually and within a team.	
	<ul style="list-style-type: none"> - Follow simple instructions. - Share their ideas with others. - Explore activities making own decisions in response to a task. - Make decisions about where to move in space. - Follow a path. - Begin to identify personal success. 	<ul style="list-style-type: none"> - Follow instructions. - Begin to work with a partner and a small group. - Understand the rules of the game and suggest ideas to solve simple tasks. - Copy a simple diagram/map. - Identify own and others' success. 	<ul style="list-style-type: none"> - Follow instructions accurately. - Work co-operatively with a partner and a small group, taking turns and listening to each other. - Try different ideas to solve a task. - Follow and create a simple diagram/map. - Understand when a challenge is solved successfully and begin to suggest simple ways to improve. 	<ul style="list-style-type: none"> - Follow instructions from a peer and give simple instructions. - Work collaboratively with a partner and a small group, listening to and accepting others' ideas. - Plan and attempt to apply strategies to solve problems. - Orientate and follow a diagram/map. - Reflect on when and why challenges are solved successfully and use others' success to help them to improve. 	<ul style="list-style-type: none"> - Accurately follow instructions given by a peer and give clear and usable instructions to a peer. - Confidently communicate ideas and listen to others before deciding on the best approach. - Plan and apply strategies to solve problems. - Identify key symbols on a map and use a key to help navigate around a grid. - Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.
Sportsmanship	<ul style="list-style-type: none"> - Take turns. - Learn to share equipment with others. - Share their ideas with others. - Try again if they do not succeed. - Practise skills independently. - Confident to try new tasks and challenges. - Begin to identify personal success. - Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. - Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. 	<ul style="list-style-type: none"> - Encourage others to keep trying. - Talk to a partner about their ideas and take turns to listen to each other. - Work with a partner and small group to play games and solve challenges. - Show determination to continue working over a longer period of time. - Determined to complete the challenges and tasks set. - Explore skills independently before asking for help. - Confident to share ideas, contribute to class discussion and perform in front of others. - Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. - Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. - Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> - Encourage and motivate others to work to their personal best. - Work with others to achieve a shared goal. - Work with others to self manage games. - Persevere when finding a challenge difficult. - Understand what their best looks like and they work hard to achieve it. - Begin to use rules showing awareness of fairness and honesty. - Show an awareness of how other people feel. - Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. - Select and apply from a wider range of skills and actions in response to a task. - Provide feedback using key terminology. 		

*Based Get Set 4 PE scheme of work