











Aspect	EYFS	KS1		Lower KS2		Upper KS2	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Team games</b> 	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.	Pass a ball, bean bag or tag in a team game, working collaboratively.	Create their own games, adapting rules and displaying knowledge of warm up and cool downs.	Follow rules to play more challenging team games, such as basketball.	Explain and evaluate ideas and plans for a game that include a scoring system.	Use and adapt tactics, choosing the most effective one for different situations.
<b>Sending and receiving</b> 	Practise throwing, striking and moving projectiles.	Pat, throw, kick, stop and sometimes catch a ball.	Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racquet.	Keep control of ball-based equipment (e.g. a hockey stick), working effectively as part of a team.	Throw (one handed), catch, strike and field a ball with control and accuracy. Catch with one hand.	Use different techniques and skills to pass, dribble, travel and shoot in ball games. Use forehand and backhand with a racquet.	Select and perform combinations of sending and striking skills with confidence, accuracy and consistency.
<b>Strategy</b> 	Begin to shadow movements.	Accurately shadow a partner's movements.	Use a range of simple tactics to aid attacking/defending.	Choose tactics/a suitable strategy to cause problems for the opposition.	Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.	Mark an opposing player or players, preventing them from gaining possession.	Apply tactical knowledge effectively in attacking and defending situations.
<b>Dance</b> 	Create simple movements to music.	Create simple movement patterns showing awareness of rhythm.	Perform movements to express ideas, emotions or feelings and repeat dance phrases. Change rhythm, speed, level and direction in my dance.	Compare, develop and adapt movements and motifs to create movement patterns.	Improvise and move with precision, control and fluency in response to a range of stimuli. Take the lead when working with a partner or group.	Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.	Move in time to music, creating movements that express the meaning and mood of the piece.
<b>Athletics</b> 	Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.	Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.	Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.	Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups. Run at fast, medium and slow speeds; changing speed and direction. Take part in a relay, remembering when to run and what to do.	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting. Throw a projectile in different ways. Hit a target. Jump in different ways.	Explain how power and stamina is developed and how this improves performance. Control taking off and landing. Throw with accuracy. Combine running and jumping.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
<b>Gymnastics</b> 	Demonstrate strength, balance and coordination when playing.	Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move. Work	Vary height and speed in a sequence of gymnastic movements. Adapt sequences to suit different types of apparatus and criteria. Explain how strength	Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good	Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence.

		technical words (e.g. roll, travel and balance).	on my own and with a partner.	and suppleness affect performance. Compare and contrast gymnastic sequences.		stability and core strength.	
<b>Outdoor/ adventurous</b>  			Follow a simple route around the school grounds or a given outdoor space. Move over, under and through spaces and obstacles outdoors.	Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.	Respond positively to increased challenges and other team members, showing ability to listen to feedback. Follow a map in a (more demanding) familiar context. Follow a route within a time limit.	Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role.	Lead groups in problem solving, analysing their own effectiveness as a team leader.
<b>Swimming</b> 						Swim between 25 and 50 metres unaided, performing more than one stroke. Use breathing and survival techniques.	