

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 |
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| Dance | <p>Explore and copy basic body actions and rhythms.</p> <p>To negotiate space confidently, using appropriate strategies.</p> <p>To use their bodies to imitate motifs from stories and topics, such as animals, trees etc.</p> <p>Watch and copy simple actions and sequences.</p> | <p>Copy some dance moves with some control</p> <p>Begin to understand moving at different levels; low, medium, high, elevated</p> <p>Begin to move with different speeds -Move depending on how the music makes him/her feel</p> <p>Choose actions and link them together to create a simple dance with support</p> | <p>Copy simple dance moves with increasing control</p> <p>Move at different levels, directions and speed when reminded</p> <p>Move depending on how the music makes him/her feel and say why he/she felt that way</p> <p>Choose actions and link them together to create a dance with increasing independence</p> | <p>Copy a range of dance moves with some accuracy</p> <p>Explore his/her own dance moves independently or with a partner and create a simple dance routine</p> <p>Move at different levels, direction and speed independently</p> | <p>Copy a range of dance moves with some accuracy</p> <p>Create a dance motif of his/her own and perform to his/her peers</p> <p>Move at different levels, direction and speed independently and with control</p> |

Games

To move and stop confidently, negotiating the space around them effectively.

Show good control over their bodies when exploring different skills.

Start showing an ability to use their dominant hand to work with a partner in different activities.

Explore and use skills effectively for particular games:

- Roll a ball or hoop.
- Throw a ball underarm.

Explore balancing.

Begin to handle a ball with some confidence

Stop a ball with some control

Send a ball in the direction of another person

Prepare his/her body to receive a ball

Begin to handle a ball with some confidence

Stop a ball with some control

Pass a ball to another person or target

Receive a ball with some control

Pass and receive a range of items with varying sizes

Move with a ball with increasing control

Begin to use ball skills in a range of simple games

Pass and receive when moving with a ball

move with a ball with control

Use and apply ball skills in a range of games

Begin to understand why he/she needs to learn the skills prior to playing a game

Gymnastics

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| <p>Move confidently and safely in their own space.</p> <p>Move and stop, recognising both commands and acting upon them immediately.</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved etc.</p> <p>Copy simple movements and sequences.</p> <p>Jump off an object and land appropriately.</p> | <p>Copy and explore basic movements</p> <p>Balance with some control</p> <p>Perform different body shapes with support</p> <p>Perform a two-footed jump</p> <p>Link 2-3 simple movements</p> | <p>Copy and explore basic movements with increasing control</p> <p>Perform basic rolls and body shapes with increasing control</p> <p>Use equipment in a range of ways when he/she moves</p> <p>Link movements together to create a sequence</p> | <p>Perform a range of rolls with increasing control</p> <p>Vary how he/she travels in his/her performance</p> <p>Use turns when travelling</p> <p>Copy, explore and remember movements in his/her own sequences</p> | <p>Perform a range of rolls with control</p> <p>Perform a balance with control</p> <p>Land with increasing control</p> <p>Perform a routine which includes a range of body shapes and equipment</p> |
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Athletics

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| <p>Learn skills of running, jumping and throwing with a range of equipment.</p> <p>Develop the following skills: Vary speed of running based on commands given.</p> <p>Use comparative language – e.g. faster, longer etc., and demonstrate this.</p> | <p>Develop the following skills with increasing accuracy and velocity:</p> <p>Explore and throw a variety of objects with one hand.</p> <p>Jump from a stationary position with control. Change speed and direction whilst running.</p> <p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with greater control and co-ordination.</p> | <p>Run at different speeds depending on distance sometimes with support</p> <p>Jump from a standing position from one spot to another with his/her feet together</p> <p>Jump over small obstacles and understand the importance of the position of his/her feet</p> <p>Throw a variety of objects towards a target using one hand</p> | <p>Understand why I run at different speeds depending on distance</p> <p>Jump from a standing position and begin to understand the differences between one and two footed take-off and landings</p> <p>Jump over a range of obstacles and understand the importance of the position of his/her feet</p> <p>use one hand to use a variety of objects towards a target with different throwing actions</p> | <p>Understand why he/she runs at different speeds depending on distance and applies this with some consistency</p> <p>Run and jump and understand the differences between one and two footed take off and landings</p> <p>Jump over obstacles and begin to think about increasing his/her height</p> <p>Think about his/her technique when throwing objects towards targets, e.g. javelin, discus etc</p> |
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ABC
(Agility, Balance, Coordination)
SAQ (speed agility quickness)

Begin to move in different directions

Begin to explore ways to balance when stationary

Begin to explore various coordination activities e.g. collection games

Run and recognise when they're running at different speeds

Jump from a standing position from one spot to another, beginning to think about the position of his/her feet

Attempt to jump over small obstacles, beginning to think about the position of his/her feet

Begin to move in different directions

Begin to explore ways to balance when stationary

Explore various coordination activities

Begin to adjust his/her speed and body position to suit moving in different directions

Demonstrate ways to balance when stationary and begin to apply this when using equipment, e.g. a bench

Begin to coordinate his/herself in a variety of situations, e.g. running, catching, etc

Begin to adjust his/her speed and body position to suit moving in different directions

Explore ways to balance when moving across and using equipment

Coordinate his/herself in a variety of situations e.g. running and catching