

| | | Ģ | jymnastics Skills | | | |
|--------------|--------------------|--------------------|--------------------|----------------------|--------------------|----------------------|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Travel (Bunny | Travel (Bunny | Travel (Bunny | Travel (Bunny | Travel (Bunny | Travel (Bunny |
| Go up steps | Hop, Caterpíllar | Hop, Caterpíllar | Hop, Caterpíllar | Hop, Caterpíllar | Hop, Caterpíllar | Hop, Caterpíllar |
| and stairs, | Walk, Monkey | Walk, Monkey | Walk, Monkey | Walk, Monkey | Walk, Monkey | Walk, Monkey |
| or clímb up | Walk, | Walk, | Walk, | Walk, | Walk, | Walk, |
| apparatus, | Humming Bird, | Humming Bird, | Humming Bird, | Humming Bird, | Humming Bird, | Humming Bird, |
| using | Crab Walking.) | Crab Walking.) | Crab Walking.) | Crab Walking.) | Crab Walking.) | Crab Walking.) |
| alternate | Roll (Roll on | Roll (Roll on | Roll (Roll on | Roll (Roll on | Roll (Roll on | Roll (Roll on |
| feet. | back, Teddy | back, Teddy | back, Teddy | back, Teddy | back, Teddy | back, Teddy |
| | bear roll, egg | bear roll, egg | bear roll, egg | bear roll, egg | bear roll, egg | bear roll, egg |
| Skíp, hop, | roll, Pencíl roll, | roll, Pencíl roll, | roll, Pencíl roll, | roll, Pencíl roll, | roll, Pencíl roll, | roll, Pencíl roll, |
| stand on | Dísh roll.) | Dísh roll.) | Dísh roll.) | Dísh roll.) | Dísh roll.) | Dísh roll.) |
| one leg and | Jump (star, cat | Squat and tuck | Squat and tuck | Squat and tuck | Squat and tuck | Squat and tuck |
| hold a pose | leap, pencíl, | their head | their head | their head | their head | their head |
| for a game | half turn, full | between their | between their | between their | between their | between their |
| líke musícal | turn). | legs to perform | legs to perform | legs to perform | legs to perform | legs to perform |
| statues. | Balance | a forward roll | a forward roll | a forward roll | a forward roll | a forward roll |
| | independently | Perform | Perform | Squat and tuck | Squat and tuck | Squat and tuck |
| Use large- | Balance with a | dífferent jumps | different jumps | their head in | their head in | their head in |
| muscle | partner | (star, cat leap, | (star, cat leap, | and perform a | and perform a | and perform a |
| movements | stretch and curl | pencíl, tuck, | pencíl, tuck, | backwards roll. | backwards roll. | backwards roll. |
| to wave | ín dífferent | halfturn, full | píke, straddle, | Perform | Perform | Perform |
| flags and | ways | turn). | half turn, full | dífferent jumps | different jumps | different jumps |
| streamers, | Clímb safely | Balance | turn). | (star, cat leap, | (star, cat leap, | (star, cat leap, |
| paint and | Control their | independently | Balance | pencíl, tuck, | pencíl, tuck, | pencíl, tuck, |
| make | body when | Balance with a | independently | , píke, straddle, | píke, straddle, | , píke, straddle, |
| marks. | balancing and | partner | (holding the | , half turn, full | half turn, full | halfturn, full |
| | travelling | • | position) | turn). | turn). | turn). |



| Match their | Posture and | Twist, turn and | Balancing in | Balance | Balance | Balance |
|---------------|---------------|------------------|------------------|------------------|------------------|------------------|
| developing | position | create dífferent | pairs (Holding | independently | independently | independently |
| physical | Finishing off | shapes (with | the position) | (holding the | (holding the | (holding the |
| skills to | movements | their bodies) | Twist, turn, | position) | position) | position) |
| tasks and | correctly | while | stretch and curl | Balancíng ín | Balance on | Balance on |
| activities in | Use equipment | balancíng. | ín dífferent | pairs (holding | hands to | hands to |
| the setting. | safely with | stretch and curl | ways | the position) | perform a head | perform a head |
| For | consideration | ín dífferent | (Flexíbilíty) | Twist, turn, | stand (with | stand (with |
| example, | of others | ways | Clímb safely | stretch and curl | partners | partners |
| they decide | Spatial | Climb safely | Balance on | ín dífferent | support) | support) |
| whether to | awareness | Balance on | apparatus | ways | Balance on | Balance on |
| crawl, walk | | apparatus | Control their | (Flexíbílíty) | hands to | hands to |
| or run | | Control their | body when | Clímb safely | perform a hand | perform a hand |
| across a | | body when | balancing and | Balance on | stand (with | stand (with |
| plank, | | balancing and | travelling | apparatus | partners | partners |
| depending | | travelling | Posture and | Control their | support) | support) |
| on íts | | Posture and | posítíon | body when | Balancing in | Balancing in |
| length and | | position | Finishing off | balancing and | paírs | pairs |
| wíðth. | | Finishing off | movements | travelling | To hold a | To hold a |
| | | movements | correctly | Posture and | balance | balance |
| | | correctly | Use equípment | posítíon | Twíst, turn, | Twíst, turn, |
| Develop the | | Use equípment | safely and with | Finishing off | stretch and curl | stretch and curl |
| overall body | | safely and with | consideration | movements | ín dífferent | ín dífferent |
| strength, | | consideration | ofothers | correctly | ways | ways |
| co- | | of others | Spatial | Use equipment | (Flexíbílíty) | (Flexíbílíty) |
| ordínatíon, | | Spatial | awareness. | safely and with | Clímb safely | Clímb safely |
| balance | | awareness. | Work ín a team | consideration | Balance on | Balance on |
| and agility | | | to create a | of others | apparatus | apparatus |
| needed to | | | sequence | | Control their | Control their |
| engage | | | | | body when | body when |



| successfully | Adapt a | Work ín a team | balancing and | balancing and |
|---------------|----------------------------|-------------------|-------------------|-------------------|
| with future | sequence to | to create a | travelling | travelling |
| physical | ínclude | sequence | Posture and | Posture and |
| education | dífferent levels | Adapta | position | position |
| sessions and | Show | sequence to | Finishing off | Finishing off |
| other | increasing | ínclude | movements | movements |
| physical | control when | dífferent levels | correctly | correctly |
| díscíplínes | performing | and speeds | Use equipment | Use equipment |
| including | Compare and | Show | safely and with | safely and with |
| dance, | contrast | increasing | consideration | consideration |
| 5 | · • | control and | of others | of others |
| gymnastics, | sequences (símílarítíes | | Work in a team | Work in a team |
| sport and | • | accuracy when | | |
| swimming. | and | performing | to create a | to create a |
| | dífferences) | Compare and | sequence | sequence |
| | Show support of | contrast | Adapta | Adapta |
| Use their | teammates. | sequences | sequence to | sequence to |
| core muscle | | (símilarítíes | ínclude | ínclude |
| strength to | | and | dífferent levels, | dífferent levels, |
| achieve a | | dífferences) | speed and | speed and |
| good | | Show awareness | dírectíons | dírectíons |
| posture | | of space and | Show | Show |
| when sitting | | use it tactically | increasing | increasing |
| at a table | | Create longer | control, | control, |
| or sitting | | sequences that | accuracy and | accuracy and |
| on the floor. | | show fluency | fluency when | fluency when |
| | | and creativity | performing | performing |
| | | - | Compare and | Compare and |
| Confidently | | | contrast | contrast |
| and safely | | | sequences | sequences |
| use a range | | | (símilaríties | (similaríties |



| oflarge | | and | and |
|--------------|--|--------------------|--------------------|
| and small | | dífferences) | dífferences) |
| | | •• | •• |
| apparatus | | Show awareness | Show awareness |
| índoors | | of space and | of space and |
| and | | use it tactically. | use ít tactícally. |
| outside, | | Create longer | Create longer |
| alone and | | sequences that | sequences that |
| ín a group. | | show fluency | show fluency |
| | | and creativity | and creativity |
| Develop | | Create and | Create and |
| overall | | repeat longer | repeat longer |
| body- | | sequences with | sequences with |
| strength, | | extension, clear | extension, clear |
| balance, co- | | body shape and | body shape and |
| ordination | | changes in | changes in |
| and agility. | | dírection. | dírection. |
| 0 5 | | Show improved | show improved |
| | | coordination | coordination |
| | | in sequences. | ín sequences. |
| | | | Use specific |
| | | | tímíngs |
| | | | Smooth |
| | | | transitions |
| | | | |
| | | | Planned |
| | | | starting and |
| | | | finishing points |



| | | Ĩ | Dance Skills | | | |
|--------------|------------------|------------------|------------------|------------------|------------------|------------------|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Are | Identífy the | Identify the | Identify the | Identify the | Identífy the | Identífy the |
| increasingly | rhythm of |
| able to use | dífferent pieces | different pieces | different pieces | dífferent pieces | dífferent pieces | different pieces |
| and | of musíc (clap, | of musíc (clap, | of music. | of music. | of musíc. | of music. |
| remember | tap, stamp). | tap, stamp). | Confidently | Confidently | Confidently | Confidently |
| sequences | | Confidently | travel in | travel in | travel in | travel in |
| and | Travel ín | travel in | dífferent ways | dífferent ways | dífferent ways | dífferent ways |
| patterns of | dífferent ways | different ways | (walk, run, | (walk, run, | (walk, run, | (walk, run, |
| movements | (walk, run, | (walk, run, | sídestep, skíp, | sídestep, skíp, | sídestep, skíp, | sídestep, skíp, |
| which are | sídestep, skíp, | sídestep, skíp, | hop, crawl). | hop, crawl). | hop, crawl). | hop, crawl). |
| related to | hop, crawl). | hop, crawl). | Copy and | Copy and repeat | Copy and repeat | Copy and repeat |
| music and | Show | Change rhythm, | repeat complex | complex | complex | complex |
| rhythm. | coordination | speed, level and | movements to | movements to | movements to | movements to |
| - | ín dance moves. | dírectíon. | music | musíc (30 | musíc (45 | musíc (1 |
| | Use dífferent | Show | Show | seconds long) | seconds long) | mínute long) |
| | body parts. | coordination | coordination | Show | Show | Show |
| | Copy and | ín dance moves. | ín dance moves. | coordination | coordination | coordination |
| | repeat at least | Use dífferent | Use dífferent | ín dance moves. | ín dance moves. | ín dance moves. |
| | three actions | body parts. | body parts. | Use dífferent | Use dífferent | Use dífferent |
| | and skills. | Copy and | Improvíse freely | body parts. | body parts with | body parts with |
| | | repeat at | to the rhythm of | Improvíse freely | agility and | agility and |
| | | multiple | the music | to the rhythm of | confídence | confidence |
| | | actions and | Change rhythm, | the music | Improvíse freely | Improvíse freely |
| | | skílls. | speed, level and | develop | to the rhythm of | to the rhythm of |
| | | Copy and | dírectíon when | improvisations | the music | the music |
| | | repeat complex | dancing (using | ofown | develop | develop |
| | | | | movements. | ímprovísatíons | improvisations |



| | actions to music. Explore and perform a simple routine with control and coordination. | own movements). Develop possession and control skills when using a range of equipment (balls, flags, hoops). Work with a partner to create a sequence including a beginning, middle and end. Perform a sequence with greater control and coordination. | Change rhythm, speed, level and direction when dancing (using own movements). Develop possession and control skills when using a range of equipment (balls, flags, hoops). Work with a partner to create a sequence including a beginning, middle and end. (30 seconds long) Dance with fluency and creativity. Perform a sequence with greater control | of own movements. express themselves in a particular style of dance. Change rhythm, speed, level and direction when dancing (using own movements). Develop possession and control skills when using a range of equipment (balls, flags, hoops). Work with a small group to choreograph a sequence including a beginning, middle and end (45 seconds long). | of own movements. express themselves in a particular style of dance. Change rhythm, speed, level and direction when dancing (using own movements). Develop possession and control skills when using a range of equipment (balls, flags, hoops). Work with a small group to choreograph a sequence including a beginning, middle and end (1 minute long). |
|--|--|--|---|--|--|
|--|--|--|---|--|--|



| | | coordination. Evaluate and refine sequences and dances. | fluency and creativity. Perform a sequence with | Link sequences and dances to specific timings (1 minute of a |
|--|--|--|--|---|
| | | Show awareness | greater control | song). |
| | | of space and | and | Explore dance |
| | | use ít tactícally. | coordination. | and movement |
| | | | Evaluate and | ídeas |
| | | | refine sequences | ímaginatívely |
| | | | and dances. | including |
| | | | Show awareness | actions, |
| | | | of space and | dynamics, space |
| | | | use ít tactícally. | and |
| | | | | relatíonshíps. |
| | | | | Dance with |
| | | | | fluency and |
| | | | | creatívíty. |
| | | | | Perform a |
| | | | | sequence with |
| | | | | greater control |
| | | | | and |
| | | | | coordination. |
| | | | | Evaluate and |
| | | | | refine sequences |
| | | | | and dances. |
| | | | | Show awareness |
| | | | | of space and |
| | | | | use it tactically. |
| | | | | Develop and |
| | | | | compose/extend |





| | | | choreography independently, adding own creativity and style. Perform independently with fluency and confidence. |
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|--|--|--|--|



| | | (| James Skills/Strik | ing Fielding | | |
|--------------|------------------|-------------------|--------------------|------------------|-------------------|------------------|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Kíck dífferent | Move dífferent | Be able to hít a | Be able to throw | Be able to hít | Be able to hold |
| Start taking | sized balls to a | sized balls | moving object | an object with | an object with | a ball |
| partin | partner at a | using the inside | with the palm | overarm throw. | the palm of | accurately |
| some group | short dístance. | of your feet. | ofhand | Be able to throw | hand | while moving. |
| activities | Kíck a ball to a | Stop a ball | Be able to hit a | an object | Be able to hít | Be able to hold |
| whích they | partner at | using the soul | moving object | underarm. | an object with | a |
| make up for | longer | of your feet. | with the back of | Be able to catch | the back of | racket/bat/stick |
| themselves, | dístances. | Travel with a | hand | an object with a | hand | accurately |
| or in teams. | Kíck a ball at a | ball in different | Be able to | two-handed | Be able to hít | with control |
| | range of | dírections. | position/tilt | catch. | an object with | (appropriate to |
| Collaborate | dístances. | Dríbble a ball | hand to make | Be able to catch | base of your | the |
| with others | Stop/trap a ball | in and out of a | the ball move | an object with | forearm | game) |
| to manage | using hands | set of obstacles | ín a certaín | one hand. | (bump) | To throw a ball |
| large ítems, | and feet. | (using inside | dírectíon | Be able to catch | Be able to volley | laterally across |
| such as | Use hitting, | foot). | (hitting at the | an object at a | an object. | the |
| moving a | kicking, | Move the ball | side/tilting | dístance. | Be able to | body. |
| long plank | throwing and | with control. | upwards, | Be able to hold | Spíke/hít an | To throw a ball |
| safely, | rolling | Kíck dífferent | straight or | a racket/bat | object. | backwards in |
| carrying | techniques with | sized balls to a | towards the | accurately | Be able to hold | dífferent |
| large | a ball. | partner at a | ground) | (appropriate to | a racket/bat | directions. |
| hollow | Kíck a ball ínto | short dístance. | Be able to hold | the game) | accurately with | To throw a ball |
| blocks. | a target from a | Kíck a ball to a | a racket | Be able to hít | control | backwards at |
| | short dístance. | partner at | accurately | an object with | (appropriate to | dífference |
| | Kick a ball into | longer | (appropriate to | different sized | the game) | speeds. |
| Develop the | a target from a | dístances (up to | the game) | rackets with | Be able to | Be able to |
| overal body | longer | 4m). | Be able to hit | some control | balance an | transport an |
| strength, | dístance. | | an object with | | | object to a |



| CO | Kíck a ball wíth | Kíck a ball at a | different sized | Be able to | object on a | target |
|--------------|------------------|------------------|-------------------|-------------------|-------------------|--------------------|
| ordínatíon, | some accuracy | range of | rackets | position/tilt the | racket. | Be able to dodge |
| balance | Hold a racket | dístances. | Be able to | racket in order | Be able to | between |
| and agility | (handshake | Kick a ball into | position/tilt the | to hit the ball | bounce an | opponents. |
| needed to | grasp) | a target from a | racket in order | ín a certaín | object on a | Be able to travel |
| engage | accurately. | short dístance. | to hít the ball | dírectíon | racket. | with an object |
| successfully | Balance a ball | Kíck a ball ínto | ín a certaín | (upwards, | Be able to hít | using the |
| with future | on a racket | a target from a | dírectíon | straight, down) | an object with | appropriate tool |
| physical | (varíous sízed | longer dístance | (upwards, | Be able to hít | the appropriate | (hockey stick) |
| education | balls) | (up to 4m). | straight, down) | the appropriate | racket with | with control. |
| sessions and | Bounce a ball | Learn to defend | Be able to hít | sized ball to | control | Be able to |
| other | on a racket. | by stopping the | the appropriate | partner | Be able to use | position/tilt/curl |
| physical | (varíous sízed | ball passing | sized ball to | Be able to hít | forehand and | the |
| díscíplínes | balls) | уои. | partner | the appropriate | backhand híts | stick in order |
| including | Hít a ball wíth | Use hitting, | Be able to hít | sízed ball to a | with a racket. | to move the ball |
| dance, | a racket. | kíckíng, | the appropriate | partner at | Be able to | ín a certaín |
| gymnastics, | (varíous sízed | throwing and | sized ball to a | dífferent | position/tilt the | dírectíon |
| sport and | balls) | rolling | partner at | dístances. | racket in order | (forwards, |
| swimming. | Dísplay a | techniques with | dífferent | Show awareness | to hít the ball | backwards, |
| 0 | variety of | a ball. | dístances. | of space and | ín a certaín | sídeways). |
| | running | Dodge obstacles | Show awareness | use it to support | dírectíon | Be able to |
| | skills/pace | while moving | of space and | teammates. | (upwards, | hít/dríve an |
| | depending on | with a ball. | use it to support | Apply running | straight, down) | object with |
| | actívíty. | Dísplay a | teammates. | skills in a | Be able to | the |
| | Follow the rules | variety of | Apply running | competítive | control the | correct |
| | and play small, | running | skills in a | situation. | speed and | techníque. |
| | símple games. | skills/pace | competitive | Use tactics for | dírectíon of a | Be able to |
| | | depending on | situation. | attacking and | ball. | control the |
| | | actívíty. | Follow rules | defending. | Be able to hít | speed and |
| | | Follow rules | and cooperate | Follow rules | the appropriate | dírectíon of |



| and cooperate | in simple | and cooperate | sized ball to | a ball. |
|---------------|----------------|----------------|---------------------|------------------|
| in simple | games. | in simple | partner | Be able to |
| games. | Build teamwork | games. | , Be able to hít | hít/pass the |
| 0 | skills | Build teamwork | the appropriate | appropriate |
| | | skills | sized ball to a | sized ball |
| | | | partner at | to partner. |
| | | | dífferent | Be able to |
| | | | dístances. | hít/pass the |
| | | | Show awareness | appropríate |
| | | | of space and | sized ball |
| | | | use it to support | to a partner at |
| | | | teammates. | dífferent |
| | | | Apply running | dístances. |
| | | | skills in a | Show awareness |
| | | | competitive | of space and use |
| | | | situation. | it to |
| | | | Use tactics for | support |
| | | | attacking and | teammates. |
| | | | defending. | Apply running |
| | | | Build teamwork | skills in a |
| | | | skílls | competitive |
| | | | | situation. |
| | | | | Use tactics for |
| | | | | attacking and |
| | | | | defending. |
| | | | | Explain and |
| | | | | follow |
| | | | | complicated |
| | | | | rules |





| Make team Make team decisions and communicate a plan based on how the game is going. |
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