

Y1

## Objectives

### Acquiring and Developing Skills

- Can they copy and remember actions?
- Can they repeat and explore actions with control and coordination?

### Evaluating and Improving

- Can they talk about what is different between what they did and what someone else did?
- Can they say how they could improve?

### Health and fitness

- Can they show how to exercise safely?
- Can they describe how their body feels during different activities?
- Can they explain what their body needs to keep healthy?

### Dance

- Can they dance imaginatively?
- Can they change rhythm, speed, level and direction?
- Can they dance with control and co-ordination?
- Can they make a sequence by linking sections together?
- Can they link some movements to show a mood or feeling?

### Games

- Can they use hitting, kicking and/or rolling in a game?
- Can they stay in a 'zone' during a game?
- Can they decide where the best place to be is during a game?
- Can they use one tactic in a game?
- Can they follow rules?

### Gymnastics

- Can they plan and show a sequence of movements?
- Can they use contrast in their sequences?
- Are their movements controlled?
- Can they think of more than one way to create a sequence which follows a set of 'rules'?
- Can they work on their own and with a partner to create a sequence?

Y2

## KPI

### Acquiring and Developing Skills

- Can they copy actions?
- Can they repeat actions and skills?
- Can they move with control and care?

### Evaluating and Improving

- Can they talk about what they have done?
- Can they describe what other people did?

### Health and fitness

Can they describe how their body feels before, during and after an activity?

### Dance

- Can they move to music?
- Can they copy dance moves?
- Can they perform some dance moves?
- Can they make up a short dance?
- Can they move around the space safely?

### Games

- Can they throw underarm?
- Can they roll a piece of equipment?
- Can they hit a ball with a bat?
- Can they move and stop safely?
- Can they catch with both hands?
- Can they throw in different ways?
- Can they kick in different ways?

## Dance Appreciation

- Show curiosity about live and recorded dance performances
- Display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance.
- Respond to dance through spoken, written, visual and kinesthetic.

## Gymnastics

- Can they make their body tense, relaxed, curled and stretched?
- Can they control their body when travelling?
- Can they control their body when balancing?
- Can they copy sequences and repeat them?
- Can they roll in different ways?
- Can they travel in different ways?
- Can they balance in different ways?
- Can they climb safely?
- Can they stretch in different ways?
- Can they curl in different ways?

## Creating

- Respond to word, rhythm and/or music through movements.
- Communicate and express feelings through body movements.
- Explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation
- Use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes.
- Develop the ability to cooperate and communicate with others in creating dance.
- Work individually or in groups with trust and confidence.

Y3

## KPI

### Acquiring and Developing Skills

- Can they select and use the most appropriate skills, actions or ideas?
- Can they move and use actions with co-ordination and control?

### Evaluating and Improving

- Can they explain how their work is similar and different from that of others?
- With help, do they recognise how performances could be improved?

### Health and fitness

- Can they explain why it is important to warm-up and cool-down?
- Can they identify some muscle groups used in gymnastic activities?

### Dance

- Can they improvise freely, translating ideas from a stimulus into movement?
- Can they share and create phrases with a partner and in small groups?
- Can they repeat, remember and perform these phrases in a dance?

### Games

- Can they throw and catch with control when under limited pressure?
- Are they aware of space and use it to support team-mates and cause problems for the opposition?
- Do they know and use rules fairly to keep games going?
- Can they keep possession with some success when using equipment that is not used for throwing and catching skills?

### Outdoor/Adventurous

- Can they follow a map in a familiar context?
- Can they move from one location to another following a map?

- Can they use clues to follow a route?
- Can they follow a route safely?

### Gymnastics

- Can they use a greater number of their own ideas for movement in response to a task?
- Can they adapt sequences to suit different types of apparatus and their partner's ability?
- Can they explain how strength and suppleness affect performances?
- Can they compare and contrast gymnastic sequences, commenting on similarities and differences?

### Athletics

- Can they run at fast, medium and slow speeds, changing speed and direction?
- Can they link running and jumping activities with some fluency, control and consistency?
- Can they make up and repeat a short sequence of linked jumps?
- Can they take part in a relay activity, remembering when to run and what to do?
- Do they throw a variety of objects, changing their action for accuracy and distance?

Y4

## KPI

### Acquiring and Developing Skills

- Can they select and use the most appropriate skills, actions or ideas?
- Can they move and use actions with co-ordination and control? AG
- Can they make up their own small-sided game?

### Evaluating and Improving

- Can they explain how their work is similar and different from that of others?
- Can they use their comparison to improve their work?

### Health and fitness

- Can they explain why warming up is important?
- Can they explain why keeping fit is good for their health?

### Dance

- Can they take the lead when working with a partner or group?
- Can they use dance to communicate an idea?
- Can they work on their movements and refine them?
- Is their dance clear and fluent?

### Athletics

- Can they run over a long distance?
- Can they spring over a short distance?
- Can they throw in different ways?
- Can they hit a target?
- Can they jump in different ways?

### Outdoor/Adventurous

- Can they follow a map in a more demanding familiar context?

- Can they move from one location to another following a map?
- Can they use clues to follow a route?
- Can they follow a route accurately, safely and within a time limit?

### Gymnastics

- Can they work in a controlled way?
- Can they include change of speed?
- Can they include change of direction?
- Can they include range of shapes?
- Can they follow a set of 'rules' to produce a sequence?
- Can they work with a partner to create, repeat and improve a sequence with at least three phases?

### Games

- Can they catch with one hand?
- Can they throw and catch accurately?
- Can they hit a ball accurately and with control?
- Can they keep possession of the ball?
- Can they move to find a space when they are not in possession during a game?
- Can they vary tactics and adapt skills according to what is happening?



Y5

## KPI

### Acquiring and Developing Skills

- Can they link skills, techniques and ideas and apply them accurately and appropriately?
- Do they show good control in their movements?

### Evaluating and Improving

- Can they compare and comment on skills, techniques and ideas that they and others have used?
- Can they use their observations to improve their work?

### Health and fitness

- Can they explain some important safety principles when preparing for exercise?
- Can they explain what effect exercise has on their body?
- Can they explain why exercise is important?

### Dance

- Can they compose their own dances in a creative and imaginative way?
- Can they perform to an accompaniment, expressively and sensitively?
- Are their movements controlled?
- Does their dance show clarity, fluency, accuracy and consistency?

### Athletics

- Are they controlled when taking off and landing in a jump?
- Can they throw with accuracy?
- Can they combine running and jumping?
- Can they follow specific rules?

### Outdoor/Adventurous

- Can they follow a map in an unknown location?
- Can they use clues and compass directions to navigate a route?
- Can they change their route if there is a problem?
- Can they change their plan if they get new information?

## Games

- Can they gain possession by working as a team? Can they pass in different ways?
- Can they use forehand and backhand with a racquet?
- Can they field?
- Can they choose the best tactics for attacking and defending?
- Can they use a number of techniques to pass, dribble and shoot?

## Gymnastics

- Can they make complex or extended sequences?
- Can they combine action, balance and shape?
- Can they perform consistently to different audiences?

Y6

## KPI

### Acquiring and Developing Skills

- Do they apply their skills, techniques and ideas consistently?
- Do they show precision, control and fluency?

### Evaluating and Improving

- Can they analyse and explain why they have used specific skills or techniques?
- Can they modify use of skills or techniques to improve their work?
- Can they create their own success criteria for evaluating?

### Health and fitness

- Can they explain how the body reacts to different kinds of exercise?
- Can they choose appropriate warm ups and cool downs?
- Can they explain why we need regular and safe exercise?

### Dance

- Can they develop imaginative dances in a specific style?
- Can they choose their own music, style and dance?

### Athletics

- Can they demonstrate stamina?
- Can they use their skills in different situations?

### Outdoor/Adventurous

- Can they plan a route and series of clues for someone else?
- Can they plan with others taking account of safety and danger?

### Games

- Can they explain complicated rules?
- Can they make a team plan and communicate it to others?
- Can they lead others in a game situation?

### Gymnastics

- Do they combine their own work with that of others?
- Can they link their sequences to specific timings?