

EYFS	
<b>Gymnastics</b> -I can negotiate space safely with consideration for myself and others. -I can confidently and safely use a range of large and small apparatus. -I can combine movements, selecting actions in response to the task and apparatus. -I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. -I follow instructions involving several ideas or actions. -I work co-operatively with others and take turns. -I am confident to try new challenges.	<b>Gymnastics</b> -I can negotiate space safely with consideration for myself and others. -I can confidently and safely use a range of large and small apparatus. -I can combine movements, selecting actions in response to the task and apparatus. -I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. -I follow instructions involving several ideas or actions. -I work co-operatively with others and take turns. -I am confident to try new challenges.
<b>Ball Skills</b> -I can negotiate space safely with consideration for myself and others. -I use ball skills with developing competence and accuracy. -I play co-operatively and take turns with others. -I can make independent choices. -I persevere when trying new challenges. -I play ball games with consideration of the rules.	<b>Ball Skills</b> -I can negotiate space safely with consideration for myself and others. -I use ball skills with developing competence and accuracy. -I play co-operatively and take turns with others. -I can make independent choices. -I persevere when trying new challenges. -I play ball games with consideration of the rules.
YEAR 1	
<b>Gymnastics</b> -I am confident to perform in front of others. -I can link simple actions together to create a sequence. -I can make my body tense, relaxed, stretched and curled. -I can recognise changes in my body when I do exercise. -I can remember and repeat actions and shapes. -I can say what I liked about someone else's performance. -I can use apparatus safely and wait for my turn.	<b>Gymnastics</b> -I am confident to perform in front of others. -I can link simple actions together to create a sequence. -I can make my body tense, relaxed, stretched and curled. -I can recognise changes in my body when I do exercise. -I can remember and repeat actions and shapes. -I can say what I liked about someone else's performance. -I can use apparatus safely and wait for my turn.
<b>Team Building</b> -I can communicate simple instructions. -I can follow instructions. -I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks. -I can work with a partner and a small group. -I understand the rules of the game.	<b>Team Building</b> -I can communicate simple instructions. -I can follow instructions. -I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks. -I can work with a partner and a small group. -I understand the rules of the game.
YEAR 2	

<b>Gymnastics</b> -I am beginning to provide feedback using key words. -I am proud of my work and confident to perform in front of others. -I can perform the basic gymnastic actions with some control and balance. -I can plan and repeat simple sequences of actions. -I can use directions and levels to make my work look interesting. -I can use shapes when performing other skills. -I can work safely with others and apparatus.	<b>Gymnastics</b> -I am beginning to provide feedback using key words. -I am proud of my work and confident to perform in front of others. -I can perform the basic gymnastic actions with some control and balance. -I can plan and repeat simple sequences of actions. -I can use directions and levels to make my work look interesting. -I can use shapes when performing other skills. -I can work safely with others and apparatus.
<b>Team Building</b> -I can follow instructions carefully. -I can say when I was successful at solving challenges. -I can share my ideas and help to solve tasks. -I can work co-operatively with a partner and a small group. -I show honesty and can play fairly. -I understand how to use, follow and create a simple diagram/map.	<b>Team Building</b> -I can follow instructions carefully. -I can say when I was successful at solving challenges. -I can share my ideas and help to solve tasks. -I can work co-operatively with a partner and a small group. -I show honesty and can play fairly. -I understand how to use, follow and create a simple diagram/map.
YEAR 3	
<b>Dance</b> -I am respectful of others when watching them perform. -I can provide feedback using key words. -I can repeat, remember and perform a dance phrase. -I can use counts to keep in time with a partner and group. -I can use dynamic and expressive qualities in relation to an idea. -I can work with a partner and in a small group, sharing ideas. -I create short dance phrases that communicate the idea.	<b>Dance</b> -I am respectful of others when watching them perform. -I can provide feedback using key words. -I can repeat, remember and perform a dance phrase. -I can use counts to keep in time with a partner and group. -I can use dynamic and expressive qualities in relation to an idea. -I can work with a partner and in a small group, sharing ideas. -I create short dance phrases that communicate the idea.
<b>Gymnastics</b> -I can adapt sequences to suit different types of apparatus. -I can choose actions that flow well into one another. -I can choose and plan sequences of contrasting actions. -I can complete actions with increasing balance and control. -I can move in unison with a partner. -I can provide feedback using key words. -I use a greater number of my own ideas for movements in response to a task. -With help, I can recognise how performances could be improved.	<b>Gymnastics</b> -I can adapt sequences to suit different types of apparatus. -I can choose actions that flow well into one another. -I can choose and plan sequences of contrasting actions. -I can complete actions with increasing balance and control. -I can move in unison with a partner. -I can provide feedback using key words. -I use a greater number of my own ideas for movements in response to a task. -With help, I can recognise how performances could be improved.
<b>Tennis</b> -I am learning the rules of the game and I am beginning to use them to play fairly. -I can provide feedback using key words. -I can return a ball to a partner. -I can use basic racket skills.	<b>Rounders</b> -I am able to bowl a ball towards a target. -I am beginning to strike a bowled ball. -I am developing an understanding of tactics and I am beginning to use them in game situations.

<ul style="list-style-type: none"> <li>-I understand the aim of the game.</li> <li>-I understand the benefits of exercise.</li> <li>-I work cooperatively with my group to self-manage games.</li> </ul>	<ul style="list-style-type: none"> <li>-I am learning the rules of the game and I am beginning to use them.</li> <li>-I can provide feedback using key words.</li> <li>-I can use overarm and underarm throwing and catching skills.</li> <li>-I work co-operatively with my group to self-manage games.</li> </ul>
<b>YEAR 4</b>	
<b>Gymnastics</b> <ul style="list-style-type: none"> <li>-I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>-I can identify some muscle groups used in gymnastic activities.</li> <li>-I can plan and perform sequences with a partner that include a change of level and shape.</li> <li>-I can provide feedback using appropriate language relating to the lesson.</li> <li>-I can safely perform balances individually and with a partner.</li> <li>-I can watch, describe and suggest possible improvements to others' performances and my own.</li> <li>-I understand how body tension can improve the control and quality of my movements.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>-I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>-I can identify some muscle groups used in gymnastic activities.</li> <li>-I can plan and perform sequences with a partner that include a change of level and shape.</li> <li>-I can provide feedback using appropriate language relating to the lesson.</li> <li>-I can safely perform balances individually and with a partner.</li> <li>-I can watch, describe and suggest possible improvements to others' performances and my own.</li> <li>-I understand how body tension can improve the control and quality of my movements.</li> </ul>
<b>Tennis</b> <ul style="list-style-type: none"> <li>-I understand the rules of the game and I can use them often and honestly. -I can communicate with my teammates to apply simple tactics.</li> <li>-I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>-I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>-I can return to the ready position to defend my own court.</li> <li>-I can sometimes play a continuous game.</li> <li>-I can use a range of basic racket skills.</li> <li>-I share ideas and work with others to manage our game.</li> </ul>	<b>Rounders</b> <ul style="list-style-type: none"> <li>-I am able to bowl a ball with some accuracy, and consistency.</li> <li>-I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>-I can communicate with my teammates to apply simple tactics.</li> <li>-I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>-I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>-I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</li> <li>-I can use overarm and underarm throwing and catching skills with increasing accuracy.</li> <li>-I share ideas and work with others to manage our game.</li> </ul>
<b>Dance</b> <ul style="list-style-type: none"> <li>-I can choose actions and dynamics to convey a character or idea.</li> <li>-I can copy and remember set choreography.</li> <li>-I can provide feedback using appropriate language relating to the lesson.</li> <li>-I can respond imaginatively to a range of stimuli relating to character and narrative.</li> <li>-I can use changes in timing and spacing to develop a dance.</li> <li>-I can use counts to keep in time with others and the music.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>-I can choose actions and dynamics to convey a character or idea.</li> <li>-I can copy and remember set choreography.</li> <li>-I can provide feedback using appropriate language relating to the lesson.</li> <li>-I can respond imaginatively to a range of stimuli relating to character and narrative.</li> <li>-I can use changes in timing and spacing to develop a dance.</li> <li>-I can use counts to keep in time with others and the music.</li> </ul>

<ul style="list-style-type: none"> <li>-I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</li> <li>-I show respect for others when working as a group and watching others perform.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</li> <li>-I show respect for others when working as a group and watching others perform.</li> </ul>
<b>YEAR 5</b>	
<b>Gymnastics</b> <ul style="list-style-type: none"> <li>-I can create and perform sequences using apparatus, individually and with a partner.</li> <li>-I can lead a partner through short warm-up routines.</li> <li>-I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>-I can use feedback provided to improve my work.</li> <li>-I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>-I can use strength and flexibility to improve the quality of a performance.</li> <li>-I can work safely when learning a new skill to keep myself and others safe</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>-I can create and perform sequences using apparatus, individually and with a partner.</li> <li>-I can lead a partner through short warm-up routines.</li> <li>-I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>-I can use feedback provided to improve my work.</li> <li>-I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>-I can use strength and flexibility to improve the quality of a performance.</li> <li>-I can work safely when learning a new skill to keep myself and others safe</li> </ul>
<b>Tennis</b> <ul style="list-style-type: none"> <li>-I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>-I can identify how different activities can benefit my physical health.</li> <li>-I can identify when I was successful and what I need to do to improve.</li> <li>-I can use feedback provided to improve my work.</li> <li>-I can work cooperatively with others to manage our game.</li> <li>-I understand the need for tactics and can identify when to use them in different situations.</li> <li>-I understand the rules of the game and I can apply them honestly most of the time.</li> <li>-I understand there are different skills for different situations and I am beginning to apply this.</li> </ul>	<b>Rounders</b> <ul style="list-style-type: none"> <li>-I am beginning to strike a ball with a rounders bat.</li> <li>-I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</li> <li>-I can identify when I was successful and what I need to do to improve.</li> <li>-I can work co-operatively with others to manage our game.</li> <li>-I understand the need for tactics and can identify when to use them in different situations.</li> <li>-I understand the rules of the game and I can apply them honestly most of the time.</li> <li>-I understand there are different skills for different situations and I am beginning to use this.</li> </ul>
<b>Dance</b> <ul style="list-style-type: none"> <li>-I can accurately copy and repeat set choreography.</li> <li>-I can choreograph phrases individually and with others considering actions and dynamics.</li> <li>-I can confidently perform different styles of dance, clearly and fluently, showing I can lead a group through short warm-up routines.</li> <li>-I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>-I can accurately copy and repeat set choreography.</li> <li>-I can choreograph phrases individually and with others considering actions and dynamics.</li> <li>-I can confidently perform different styles of dance, clearly and fluently, showing I can lead a group through short warm-up routines.</li> <li>-I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</li> </ul>

<ul style="list-style-type: none"> <li>-I can suggest ways to improve my own and other people's work using key terminology.</li> <li>-I can use counts when choreographing to stay in time with others and the music.</li> <li>-I can use feedback provided to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>-I can suggest ways to improve my own and other people's work using key terminology.</li> <li>-I can use counts when choreographing to stay in time with others and the music.</li> <li>-I can use feedback provided to improve my work.</li> </ul>
YEAR 6	
<b>Gymnastics</b> <ul style="list-style-type: none"> <li>-I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>-I can create and perform sequences using compositional devices to improve the quality.</li> <li>-I can lead a small group through a short warm-up routine.</li> <li>-I can use appropriate language to evaluate and refine my own and others' work.</li> <li>-I can work collaboratively with others to create a sequence.</li> <li>-I understand how to work safely when learning a new skill.</li> <li>-I understand what counter balance and counter tension is and can show examples with a partner.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>-I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>-I can create and perform sequences using compositional devices to improve the quality.</li> <li>-I can lead a small group through a short warm-up routine.</li> <li>-I can use appropriate language to evaluate and refine my own and others' work.</li> <li>-I can work collaboratively with others to create a sequence.</li> <li>-I understand how to work safely when learning a new skill.</li> <li>-I understand what counter balance and counter tension is and can show examples with a partner.</li> </ul>
<b>Tennis</b> <ul style="list-style-type: none"> <li>-I can select the appropriate action for the situation and make this decision quickly.</li> <li>-I can use a wider range of skills with increasing control under pressure.</li> <li>-I can use feedback provided to improve the quality of my work.</li> <li>-I can use the rules of the game consistently to play honestly and fairly.</li> <li>-I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>-I can work in collaboration with others so that games run smoothly.</li> <li>-I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>-I understand that there are different areas of fitness and how this helps me in different activities.</li> </ul>	<b>Rounders</b> <ul style="list-style-type: none"> <li>-I can strike a bowled ball with increasing consistency.</li> <li>-I can use a wider range of skills with increasing control under pressure.</li> <li>-I can use the rules of the game consistently to play fairly.</li> <li>-I can work collaboratively with others to get batters out.</li> <li>-I can work in collaboration with others so that games run smoothly.</li> <li>-I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>-I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> </ul>
<b>Dance</b> <ul style="list-style-type: none"> <li>-I can choreograph a dance and work safely using a prop.</li> <li>-I can lead a small group through a short warm-up routine.</li> <li>-I can perform dances confidently and fluently with accuracy and good timing.</li> <li>-I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</li> <li>-I can use appropriate language to evaluate and refine my own and others' work.</li> <li>-I can use feedback provided to improve the quality of my work.</li> <li>-I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>-I can choreograph a dance and work safely using a prop.</li> <li>-I can lead a small group through a short warm-up routine.</li> <li>-I can perform dances confidently and fluently with accuracy and good timing.</li> <li>-I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</li> <li>-I can use appropriate language to evaluate and refine my own and others' work.</li> <li>-I can use feedback provided to improve the quality of my work.</li> <li>-I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> </ul>

