

End of FS	Area of	End of KS1 (Years 1 & 2)	End of LKS2	End of UKS2
(Keception)	attainment	To develop 1.1	(Years 3 & 4)	(Years 5 & 6)
good control in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools (b) (b) (b) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	Gymnastics	To develop balance, agility and co-ordination by:- Creating a sequence combining balance, rolling and jumping. Perform using a recognised start and finish shape. Choose, adapt and perform shapes at different levels to include low level apparatus. Perform with control and consistency basic actions at different speeds and on different levels. Describe and explain how performers can transition and link gymnastic elements.	<ul> <li>To develop flexibility, strength, technique, control and balance by:- Create sequences that include 3 ways of travelling and 3 ways of balancing with control and co- ordination.</li> <li>Use compositional ideas in sequences such as changes in height, speed, direction and apparatus.</li> <li>To perform in time with a partner and group.</li> <li>To use gymnastics vocabulary to describe how to improve and refine performances.</li> <li>Develops strength, technique and flexibility throughout performances.</li> </ul>	To develop flexibility, strength, technique, control and balance by:- Planning and perform with precision, control and fluency, a sequence showing a wide range of actions including variations in speeds, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Analyse and comment on skills and techniques and how these are applied in their own and others' work.
ELG 04-Movig and Handling Children show good control in large and small mo effectively, including pendils for writing.	Dance	Perform dances using simple patterns by:- Copying and exploring basic movements with clear control. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts Respond to a range of stimuli and types of music.	Perform dances using a range of movement patterns by:- Working independently or with a partner to create longer dance sequences with a clear starting off and finishing point. Beginning to vary dynamics and develop actions and motifs (phrase). Modifying parts of a sequence as a result of self-evaluation. Demonstrating precision and some control in response to stimuli.	Perform dances using a range of movement patterns by:- Working independently or with a partner to create longer dance sequences which use expression when moving. Performs with confidence, using a range of movement patterns and motifs. Combines flexibility, techniques and movements to create a fluent sequence.



Games     Master basic movements including running, jumping, throwing and catching by:- Travelling in a variety of ways including running and jumping.     Pupils should be taught to:- Pupils should be taught to:- Use running, jumping, throwing and catching by:- Travelling to perform a range of throws.     Pupils should be taught to:- Pupils should be taught to:- Pupils should be taught to:- Pupils should be taught to:- Pupils should be taught to:- that suid different games.       Beginning to perform a range of throws.     Show confidence in using ball skills in a variety of ways.     Show confidence in using ball skills in various ways, and can link these together.       Athletics     Can perform a range of throws.     Takes part in competitive and confidence in using defending.     Use skills with coordination, control and fluency.       Athletics     Can perform a running jump with control and balance. Demonstrates accuracy in throwing and defending.     Beginning to perform and with good control.       OAA     Take part on auridoor and adventruous activity challenges both individually and in a team by:-     Beginning to build a variety of ununing techniques and use with confidence.       Can use equipment safely and with good control.     Take part on auridoor and adventruous activity challenges both individually and in a team by:-     Take part on auridoor and adventruous activity challenges both individually and in a team by:-				
Games       Master basic movements including running, jumping, throwing and catching by- travelling in a variety of ways including running and jumping.       Pupils should be taught to:- Vary skills, actions and ideas and link these in ways isolation and combination.         Beginning to perform a range of throws.       Pupils should be taught to:- vays including running, iumping.         Catching a ball with basic control.       Takes part in competitive games with a understanding of factics for attacking and defending.         Athletics       Can perform a running jump with control and balance.         Athletics       Can perform a running jump with control and balance.         Athletics       Can perform a running jump with control and balance.         Athletics       Can perform a running jump with control and balance.         Demonstrates accuracy in throwing and actching activities,       Beginning to perform a running jump with control and balance.         Can perform a running jump with control and balance.       Demonstrates accuracy in throwing and actching activities,         Can use equipment safely and with good control.       Take part on outdoor and adventurous activity challenges both individually and in a team by:-       Beginning to record peers performances, and evaluate these.         DAA       Take part on outdoor and adventurous activity challenges both individually and in a team.       To work with others to solve a problem.				sequence as result of self
including running, jumping, throwing and catching by- Trovelling in a variety of ways including running and jumping.       Use running, jumping, throwing and catching in isolation and combination.       Vary skills, actions and deas and link these in ways that suit different games.         Beginning to perform a range of throws.       Show confidence in using ball skills in a variety of ways.       Show sconfidence in using ball skills in a variety of ways.         Catching a ball with basic control.       Takes part in competitive games with an understanding of tactics for attacking and defending.       Takes part in competitive games with an understanding of tactics and composition.       Use skills with coordination, control and fluency.         Athletics       Can perform a running jump with control and balance.       Beginning to build a variety of running techniques and use with confidence.         Demonstrates accuracy in throwing and catching activities.       Can use equipment safely and with good control.       Beginning to record peers performances, and evaluate these.         OAA       Take part on outdoor and adventurous activity challenges both individually and in a team by       Take part on outdoor and catching activities.         OAA       Tow ork with others to solve a problem.       Tow ork with others to solve a problem.       Explore ways of communicating in a range of challenging activities.				with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.
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OAA       Take part on outdoor and adventurous activity challenges both individually and in a team by:-       To work with others to solve a problem.       Explore ways of communicating in a range of challenging activities.			throwing and catching activities.	with more than one
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Plan and refine strategies challenging activities.				• •
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			AMBLECOTE PRIMARY SCHOOL
		Identify the relevance of and use maps, compass and symbols. Identify what they do well and suggest what they could do to improve.	Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks.
	Swimming	Swim competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations	Swim competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations