

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

				<p>Modifying part of a sequence as result of self and peer evaluation.</p> <p>Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.</p>
Games	<p>Master basic movements including running, jumping, throwing and catching by:-</p> <p>Travelling in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Catching a ball with basic control.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>		<p>Pupils should be taught to:-</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p> <p>Show confidence in using ball skills in a variety of ways.</p> <p>Takes part in competitive games with an understanding of tactics and composition.</p>	<p>Pupils should be taught to:-</p> <p>Vary skills, actions and ideas and link these in ways that suit different games.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Play competitive games and apply principles for attacking and defending.</p>
Athletics			<p>Can perform a running jump with control and balance.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</p>
OAA			<p>Take part on outdoor and adventurous activity challenges both individually and in a team by:-</p> <p>To work with others to solve a problem.</p> <p>Plan and refine strategies to solve problems.</p>	<p>Take part on outdoor and adventurous activity challenges both individually and in a team.</p> <p>Explore ways of communicating in a range of challenging activities.</p>

			<p>Identify the relevance of and use maps, compass and symbols.</p> <p>Identify what they do well and suggest what they could do to improve.</p>	<p>Use information given by others to complete tasks and work collaboratively.</p> <p>Undertake more complex tasks.</p>
	Swimming		<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations</p>