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| Year | **Dance** | **Acquiring and Developing Skills** | **Evaluating and Improving** | **Health and Fitness** | **Games** | **Gymnastics** |
| 1 | •Canthey explore and perform basic body actions?  •Dothey use different parts of the body singly and in combination?;  •Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?;  •Dothey choose appropriate movements for different dance ideas?;  •Canthey remember and repeat short dance phrases and simple dances?;  •Dothey move with control?;  •Dothey vary the way they use space?;  •Do they describe how their lungs and heart work when dancing?;  •Do they describe basic body actions and simple expressive and dynamic qualities of movement? | •Can they copy actions?  •Can they repeat actions and skills?  •Can they move with control and care? | •Can they talk about what they have done?  •Can they describe what other people did? | •Can they describe how their body feels before, during and after an activity? | •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? | •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? |
| Exceeded |  |  |  |  |  |  |
| Emerging |  |  |  |  |  |  |
| Year | **Dance** | **Acquiring and Developing Skills** | **Evaluating and Improving** | **Health and Fitness** | **Games** | **Gymnastics** |
| 2 | Can they perform body actions with control and co-ordination?  •Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling?  Can they change rhythm, speed, level and direction  •Can they dance imaginatively?  •Can they remember and repeat dance phrases / sequences?  •Can they perform and describe the mood, feelings and expressive qualities of dance?  •Can they describe how dancing affects their body?  •Do they know why it is important to be active?  •Can they suggest ways they could improve their work? | •Can they copy and remember actions?  •Can they repeat and explore actions with control and coordination? | •Can they talk about what is different between what they did and what someone else did?  •Can they say how they could improve? | •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? | •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? | •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? |
| Exceeded |  |  |  |  |  |  |
| Emerging |  |  |  |  |  |  |
| Year | **Dance** | **Acquiring and Developing Skills**  **Evaluating and Improving**  **Health and Fitness** | **Outdoor / Adventurous** | **Athletics** | **Games** | **Gymnastics** |
| 3 | •Do they improvise freely, translating ideas from a stimulus into movement?  •Do they share and create phrases that communicate ideas with a partner and in small groups?  •Can they repeat, remember and perform these phrases in a dance?  •Do they use dynamic, rhythmic and expressive qualities clearly and with control?  •Do they understand the importance of warming-up and cooling-down?  •Do they recognise and talk about the movements used and the expressive qualities of dance?  •Can they suggest improvements to their own and other people’s dances? | •Can they select and use the most appropriate skills, actions or ideas?  •Can they move and use actions with co-ordination and control?  •Can they explain how their work is similar and different from that of others?  •With help, do they recognise how performances could be improved?  •Can they explain why it is important to warm-up and cool-down?  •Can they identify some muscle groups used in gymnastic activities? | •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? | •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?  •Dothey throw a variety of objects, changing their action for accuracy and distance? | •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?  •Dothey know and use rules fairly to keep games going?  •Canthey keep possession with some success when using equipment that is not used for throwing and catching skills? | •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? |
| Exceeded |  |  |  |  |  |  |
| Emerging |  |  |  |  |  |  |
| Year | **Dance** | **Acquiring and Developing Skills**  **Evaluating and Improving**  **Health and Fitness** | **Outdoor / Adventurous** | **Athletics** | **Games** | **Gymnastics** |
| 4 | -Can they respond imaginatively to a range of stimuli related to character and narrative?  •Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?  -Can they take the lead when working with a partner or group?  •Can they refine, repeat and remember dance phrases and dances?  •Can they perform dances clearly and fluently?  •Can they communicate and show sensitivity to the dance idea and the accompaniment?  •Do they show a clear understanding of how to warm-up and cool-down safely?  •Do they describe, interpret and evaluate dance, using appropriate language? | •Can they select and use the most appropriate skills, actions or ideas?  •Can they move and use actions with co-ordination and control?  •Can they make up their own small-sided game?  •Can they explain how their work is similar and different from that of others?  •Can they use their comparison to improve their work?  •Can they explain why warming up is important?  •Can they explain why keeping fit is good for their health? | •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 withina time limit? | •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? | •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? | •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? |
| Exceeded |  |  |  |  |  |  |
| Emerging |  |  |  |  |  |  |
| Year | **Dance** | **Acquiring and Developing Skills**  **Evaluating and Improving**  **Health and Fitness** | **Outdoor / Adventurous** | **Athletics** | **Games** | **Gymnastics** |
| 5 | •Do they plan and perform dances confidently?  •Can they perform to an accompaniment, expressively and sensitively?  •Can they compose motifs and plan dances creatively and collaboratively in groups?  •Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?  •Can they perform different styles of dance clearly and fluently with accuracy and consistency?  •Are their movements controlled?  •Do they organise their own warm-up and cool-down exercises?  •Do they show an understanding of safe exercising?  •Can they recognise and comment on dances, showing an understanding of style?  •Can they suggest ways to improve their own and other people’s work? | •Can they link skills, techniques and ideas and apply them accurately and appropriately?  •Do they show good control in their movements?  •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?  •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? | •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? | •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? | •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? | •Can they make complex or extended sequences?  •Can they combine action, balance and shape?  •Can they perform consistently to different audiences?  •Are their movements accurate, clear and consistent? |
| Exceeded |  |  |  |  |  |  |
| Emerging |  |  |  |  |  |  |
| Year | **Dance** | **Acquiring and Developing Skills**  **Evaluating and Improving**  **Health and Fitness** | **Outdoor / Adventurous** | **Athletics** | **Games** | **Gymnastics** |
| 6 | •Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances in their own or a specific style?  •Can they perform to an accompaniment expressively and sensitively?  •Can they choose their own music, style and dance?  •Can they perform dances fluently and with control?  •Can they warm-up and cool-down independently?  •Do they understand how dance helps to keep them healthy?  •Do they use appropriate criteria to evaluate and refine their own and others’ work?  •Do they talk about dance with understanding, using appropriate language and terminology? | •Do they apply their skills, techniques and ideas consistently?  •Do they show precision, control and fluency?  •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?  •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? | •Can they plan a route and series of clues for someone else?  •Can they plan with others taking account of safety and danger? | •Can they demonstrate stamina?  •Can they use their skills in different situations? | •Can they explain complicated rules?  •Can they make a team plan and communicate itto others?  •Can they lead others in a game situation? | •Do they combine their own work with that of others?  •Can they link their sequences to specific timings? |
| Exceeded |  |  |  |  |  |  |
| Emerging |  |  |  |  |  |  |