



**Year 3  
(LKS2 Skills)**

**Year 4  
(LKS2 Sills)**

**Year 5  
(UKS2 Skills)**

**Year 6  
(UKS2 Sills)**

**Dance**

I can begin to improvise dance movements independently to create a simple dance.

I can begin to improvise dance movements in a group situation to create a simple dance.

I can use appropriate dance vocabulary to compare and improve my work compared to others.

I can translate ideas from a variety of stimuli into movement with support.

I can begin to compare and adapt movements to create a larger sequence

I can perform a dance routine as part of a group using and adapting to given space well.

I can modify my performance & that of others as a result of observation & basic understanding of the structure of the body.

I can vary dynamics of the dance & develop actions with a partner or as part of a group.

I can use movement with more precision, control and accuracy to respond to given stimuli including that of differing genres.

I can demonstrating an awareness of rhythm and spatial awareness.

I can begin to change part of a dance sequence independently as part of self-evaluation.

I can begin to change part of a dance sequence collaboratively as part of self-evaluation.

I can perform & create motifs using expression in a variety of dance styles with accuracy & consistency

I can select & use a wide range of compositional skills to demonstrate ideas

I can suggest ways to improve quality of performance showing sound knowledge & understanding

I can lead my own warm up & demonstrate all round safe practice.

I can combine flexibility, techniques and movements to create a fluent sequence.

I can move appropriately and with the required style in relation to the stimulus e.g. levels, ways of travelling and motifs.

I can begin to show a change of pace and timing in their movements.

I can uses more complex vocabulary to compare and improve work.

I can perform & create a variety of dance motives/styles with consistency, confidence and a higher level of control.

I can select & use a wide range of compositional skills to demonstrate ideas.

I can suggest ways to improve quality of performance showing strong knowledge & understanding.

I can lead a group to produce a Dance influenced by a number of styles.

I can combine flexibility, techniques and movements to create a fluent sequence.

I am able to move to the beat accurately in dance sequences.

I can lead my own warm up & demonstrates all round safe practice.

I can moves appropriately and with the required style in relation to the stimulus e.g. levels, ways of travelling and motifs.

I can copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination

I can apply compositional ideas to sequences alone & with others

I can describe my own & others work noting similarities & differences. I can make suggestions for improvements

I can link ideas, skills & techniques with control, precision & fluency when performing basic skills.

I understand composition by performing more complex sequences.

I can develop strength, technique and flexibility throughout performances.

I can combines flexibility, techniques and movements to create a fluent sequence.

I can move appropriately and with the required style in relation to the stimulus e.g. levels, ways of travelling and motifs

I can begin to show a change of pace and timing in their movements.

I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.

I can adapt sequences to include a partner or a small group.

<p><b>Gymnastics</b></p>	<p>I can use turns whilst travelling in a variety of ways.</p> <p>I can begin to develop good technique when travelling, balancing or using equipment.</p> <p>I can begin to show some flexibility in movements.</p>	<p>I can describe how to refine, improve &amp; modify performances</p> <p>I can create sequences using various body shapes and equipment.</p> <p>I can combine equipment with movement to create smoother sequences.</p>	<p>I can perform &amp; create movement sequences with increasingly complex skills &amp; displaying accuracy &amp; consistency</p> <p>I can select &amp; use a wide range of compositional skills in complex sequences alone &amp; in groups. I show an ability to innovate</p> <p>I can analyse skills &amp; can suggest ways to improve quality of performance showing sound knowledge &amp; understanding</p> <p>I can use more complex vocabulary to describe how to improve and refine their performances.</p>	<p>I can gradually increase the length of sequence work with a partner to make up a short sequence using the floor, the mats and apparatus showing a high level of consistency, fluency and movement.</p> <p>I can use more complex vocabulary to describe how to improve and refine their performances.</p> <p>I can perform difficult actions with an emphasis on extension, clear body shape and changes in direction</p>
<p><b>Games</b></p>	<p>I can understand tactics and composition and respond in a variety of ways.</p> <p>I can vary the skills, actions and ideas I use and apply these to the right game situation e.g. adjusting position on a court</p> <p>I can begin to communicate with others during game situations.</p> <p>I can use skills with a sound degree of co-ordination and control e.g. control and catch a ball with movement and increasing stability.</p> <p>I can develop with minimal support own rules for new games.</p> <p>I can work with others in a group situation to develop a number of games.</p> <p>I can begin to understand the need for competition through controlled means.</p>	<p>I can vary the skills, ideas and actions and then link these in ways appropriate to the game that is being played.</p> <p>I can show confidence in using ball skills in various ways and begin to link these together e.g. dribbling, kicking, passing.</p> <p>I can use a variety of skills needed for the game in a co-ordinated, stable, fluent and controlled manner.</p> <p>I can take part in a variety of competitive games demonstrating a sound understanding of tactics.</p> <p>I can create a number of games using my own knowledge and skills.</p> <p>I can make suggestions as to what resources/equipment can be used to differentiate the game e.g. different sized balls equalling different points.</p>	<p>I can vary the skills, ideas and actions and then link these in ways appropriate to the game that is being played.</p> <p>I can show confidence in using ball skills in various ways and link these together e.g. dribbling, kicking, passing.</p> <p>I can use a variety of skills needed for the game in a co-ordinated, stable, fluent and controlled manner showing a good level of confidence.</p> <p>I can take part in a variety of competitive games demonstrating a good understanding of tactics.</p> <p>I can create a number of games using my own knowledge and skills.</p> <p>I can make confident suggestions as to what resources/equipment can be used to differentiate the game e.g. different sized balls equalling different points.</p>	<p>I can vary the skills, ideas and actions and then link these in ways appropriate to the game that is being played.</p> <p>I can show confidence in using ball skills in various ways and link these confidently together e.g. dribbling, kicking, passing.</p> <p>I can maintain possession of balls during game situations.</p> <p>I can maintain possession of the ball in games situations.</p> <p>I can consistently use skills which demonstrate a strong level of co-ordination, stability, fluidity and controlled manner e.g. passing the ball with the right amount of power whilst moving.</p> <p>I can participate in a range of competitive games demonstrating a</p>

	<p>I can begin to <b>select those pieces of apparatus/equipment independently</b> to meet the needs of the task given.</p>	<p>I can <b>begin to make appropriate comments to improve</b> my own and others work.</p> <p>I can <b>apply basic skills</b> learnt to <b>attacking and defending</b>.</p> <p>I can <b>use running, jumping, throwing and catching together</b> or independently.</p>	<p>I can apply basic skills learnt to <b>attacking and defending</b> more confidently.</p> <p>I can make appropriate comments which <b>evaluate my own and others work</b> in order to improve it.</p> <p>I can use <b>running, jumping and catching</b> together within a game together or independently.</p>	<p>strong understanding of <b>tactics</b> and applying these at the right time.</p> <p>I can <b>evaluate</b> my own and others competitive game so that it can be modified when needed.</p> <p>I can confidently <b>apply</b> my skills to a number of situations involving both <b>attacking and defending</b>.</p> <p>I can show an awareness of when to use <b>running, jumping and catching</b> together or in isolation within an activity or game situation.</p>
<p><b>Athletics</b></p>	<p>I can <b>run</b> at a <b>speed appropriate</b> to the distance I am running e.g. <b>sprinting or cross country</b>.</p> <p>I can <b>perform a running jump</b> with <b>some accuracy</b>.</p> <p>I can <b>perform a variety of throws</b> using a selection of equipment e.g. nerf javelins, discs or shot pot.</p> <p>I can <b>use equipment safely</b> and with a good degree of control.</p>	<p>I can <b>begin to build a variety of running techniques appropriate</b> to the activity and use these with <b>confidence</b>.</p> <p>I can <b>perform a running jump</b> with <b>more than one component</b> e.g. <b>hop, skip and jump</b> from the triple jump.</p> <p>I can <b>describe good athletic performance</b> using <b>correct vocabulary</b>.</p> <p>I can <b>demonstrate good degree of accuracy</b> with throwing activities.</p> <p>I can <b>use equipment safely</b> with good control.</p>	<p>I can begin to build a variety of <b>running techniques</b> appropriate to the activity and use these with confidence.</p> <p>I can perform a <b>running jump</b> with more than one <b>component</b> e.g. <b>hop, skip and jump</b> from the triple jump.</p> <p>I can begin to <b>record</b> others performances and <b>evaluate</b> these in order to make sensible suggestions for improvement.</p> <p>I can <b>demonstrate</b> good degree of <b>accuracy</b> with <b>throwing</b> activities.</p> <p>I can describe good <b>athletic performance</b> using <b>correct vocabulary</b></p>	<p>I can begin to build a variety of <b>running techniques</b> appropriate to the activity and use these with confidence.</p> <p>I can <b>perform a running jump</b> with more than one <b>component</b> confidently e.g. <b>hop, skip and jump</b> from the triple jump.</p> <p>I can begin to <b>record</b> others performances and <b>evaluate</b> these in order to make sensible suggestions for <b>improvement</b>.</p> <p>I can <b>demonstrate</b> good degree of <b>accuracy</b> with throwing activities.</p> <p>I can describe good <b>athletic</b> performance using correct vocabulary.</p>
		<p>I can <b>jump in from poolside</b> and <b>submerge</b> bending knees on landing.</p> <p>I can <b>sink, push away</b> from wall on side and <b>maintain a streamlined position</b>.</p>	<p>I can perform a <b>tuck (mushroom)</b> float for around 5 seconds.</p>	

<p><b>Swimming</b></p>		<p>I can <b>push and glide</b> on the front with <b>arms extended</b> and <b>log roll</b> onto the back.</p> <p>I can push and glide on the back with arms extended and log roll onto the front.</p> <p>I can <b>travel</b> on the front, <b>tuck</b> and <b>rotate around the horizontal axis</b> and return on the back.</p> <p>I can <b>fully submerge</b> to <b>pick up an object</b> and return it with any recognised position.</p> <p>I can answer correctly 3 questions on the water safety code.</p> <p>I can <b>travel at least 10 metres</b> on the front or back choosing a <b>recognised swimming technique</b> such as the front crawl or backstroke.</p> <p>I can swim <b>competently, confidently and proficiently</b> over a distance of 25m.</p>	<p>I can perform a sequence of <b>changing shapes</b> (minimum of 3) whilst floating at the surface.</p> <p>I can <b>push and glide</b> from the wall to the pool floor.</p> <p>I can perform a <b>front crawl leg kick action</b> for a distance of 10 metres and return on back performing back crawl leg action (one item of equipment optional).</p> <p>I can perform a <b>butterfly</b> leg kick action on the front or the back.</p> <p>I can perform a <b>breaststroke</b> leg kick action on the front and return on the back with a breaststroke leg action.</p> <p>I can perform <b>head first sculling</b> for a distance of 5 metres.</p> <p>I can swim a <b>recognised stroke</b> (breaststroke, front crawl or backstroke) for a distance of 10 metres.</p> <p>I can travel 5 metres on the <b>back and roll</b> in one continuous movement and vice versa.</p> <p>I can <b>swim competently, confidently and proficiently</b> over a distance of 25m.</p>	
			<p>I can use <b>maps</b> and <b>diagrams</b> to <b>orientate</b> and <b>travel</b> around a simple course.</p> <p>I can find <b>solutions</b> to problems and <b>challenges</b> independently and in group situations.</p>	<p>I can develop strong listening skills.</p> <p>I can <b>use</b> and <b>interpret maps</b> with increasing confidence.</p> <p>I can <b>logically think activities</b> through and problem solves using general knowledge.</p>

<p><b>Outdoor Adventurous</b></p>			<p>I can begin to <b>prepare physically</b> and <b>organisationally</b> for challenges, taking safety into account.</p>	<p>I can <b>choose</b> and <b>apply strategies</b> to solve problems with support.</p> <p>I can <b>discuss</b> and <b>work</b> with others in a group.</p> <p>I can <b>demonstrate</b> an understanding how to remain safe at all times.</p>
<p><b>Healthy Lifestyles</b></p>	<p>I can describe <b>the effects</b> that <b>exercise</b> has on the body for e.g. <b>getting warmer</b> and <b>heart beating faster</b>.</p> <p>I can <b>explain simply the importance</b> of <b>exercise</b> and being healthy.</p> <p>I can <b>understand the need for warming up</b> and <b>cooling down</b> when exercising.</p>		<p>I can describe the <b>effects</b> that <b>exercise</b> has on the body for e.g. <b>getting warmer</b> and heart <b>beating faster</b>.</p> <p>I can <b>explain</b> the <b>importance of exercise</b> and being healthy.</p> <p>I can <b>understand the need for warming up</b> and <b>cooling down</b> when exercising so as to reduce the likelihood of injury.</p>	
<p><b>Key Vocabulary</b></p>	<p><b>Dance:</b> copy, remember, explore, repeat simple actions, vary Ideas, control &amp; co-ordination, apply compositional sequences alone, describe similarities, differences suggestions, improvements use turns, travelling, develop, good technique balancing, show, flexibility</p> <p><b>Gymnastics:</b> improvise, create group situation, appropriate dance vocabulary, compare, translate ideas, variety of stimuli, movement, support, larger sequence, perform, adapting.</p> <p><b>Games:</b> understand, tactics, composition Respond, vary, skills Actions, idea, apply adjusting position, communicate, use skills,</p>	<p><b>Dance:</b> modify, performance, observation basic understanding, structure, body, vary dynamics, develop actions partner, group, use movement precision, control, accuracy respond, stimuli, demonstrating, awareness rhythm, spatial awareness change, sequence, self-evaluation, collaboratively</p> <p><b>Gymnastics:</b> link ideas Skills, techniques, control Precision, fluency, performing, basic, composition, performing complex sequences, develop strength, flexibility, describe, refine, improve, modify, creates, various body shapes, combine smoother sequences.</p> <p><b>Games:</b> vary, skills, ideas, actions, links, game, confidence, using ball skills,</p>	<p><b>Dance:</b> perform, create motifs, expression, variety of dance styles, accuracy Consistency, select range of compositional skills, demonstrate ideas, suggest ways to improve quality of performance knowledge &amp; understanding, lead warm up &amp; demonstrate safe practice, combine flexibility, technique, movement, create, fluent sequence, appropriately required style, stimulus, levels, ways of travelling, change of pace, complex vocabulary, compare, improve.</p> <p><b>Gymnastics:</b> flexibility, fluent sequence, style, levels, travelling, motifs, space, timing, perform, create, complex skills, accuracy, consistency, compositional skills,</p>	<p><b>Dance:</b> perform, create, motives/styles, consistency Confidence, select, compositional skills, demonstrate ideas. Suggest, improve quality, knowledge, lead, combine flexibility, technique, movements, fluent sequence, stimulus, level, travelling, motifs.</p> <p><b>Gymnastics:</b> plan Perform, precision, control, fluency, movement, variations, speed, levels, sequences, length, floor, mats, consistency, improve, refine, extension, body shape, direction.</p> <p><b>Games:</b> skills, ideas, action, confidence, dribbling, kicking, passing Possession, demonstrate, co-ordination, stability, fluidity, controlled manner competitive games, tactics, evaluate, apply, attacking</p>

sound degree, co-ordination, control, catch, movement, develop, support, competition, select apparatus, equipment.

**Athletics:** run, speed, appropriate, distance, sprinting, cross country  
Perform, jump, accuracy throws, selection of equipment, use equipment safely, good degree.

**Healthy Lifestyles:** effects, exercise, warmer, heart beating faster, healthy, warming up, cooling down

various, link dribbling, kicking, passing, co-ordinated, stable, fluent, controlled manner, variety, competitive, demonstrating, understanding, tactics, create, knowledge and skills, suggestions, resources, equipment, differentiate, running, throwing, catching, jumping., attacking, defending.

**Athletics:** build, running  
Techniques, confidence  
Perform, jump, component, hop, skip, jump, triple jump, describe, athletic performance, demonstrate good degree, accuracy good control.

**Swimming:** jump, submerge, bending, landing, sink, push away  
Maintain, streamlined position, glide, extended, log roll, tuck, rotate, horizontal axis, recognised position, travel, technique competently, confidently, proficiently.

**Healthy Lifestyles:** the effects of exercise, getting warmer, heart beating faster, explain simply the importance of exercise, understand the need for warming up, cooling down.

Innovate, analyse skills, complex vocabulary, improve, refine.

**Games:** vary the skills, ideas, actions, links these  
show confidence, co-ordinated, stable, fluent  
controlled manner, competitive games, understanding of tactics, knowledge, skills, attacking, defending, evaluate, own, running, jumping, catching .

**Athletics:** running, technique, running jump  
Component, hop, skip  
Jump, record, evaluate  
Demonstrate, accuracy  
Throwing, athletic performance, correct vocabulary.

**Swimming:** tuck (mushroom), changing shapes, push and glide  
front crawl, leg kick action, butterfly, breaststroke, head first sculling, recognised stroke, back and roll, swim competently, confidently proficiently.

**Outdoor Adventurous:** maps, diagrams, orientate,  
Travel, solutions, challenge, prepare, physically, organisationally.

**Healthy Lifestyles:** the effects of exercise, getting warmer, heart beating faster, explain simply the importance of exercise, understand the need for warming up, cooling down

defending, running, jumping, catching.

**Athletics:** running, perform, running jump, component, hop, skip, jump, record, evaluate, improvement, accuracy, athletic.

**Outdoor Adventurous:** use, interpret, maps, logically think activities, choose, apply strategies,  
Discuss, work, demonstrate.

**Healthy Lifestyles:** the effects of exercise, getting warmer, heart beating faster, explain simply the importance of exercise, understand the need for warming up, cooling down