



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Games	<p>Show control and accuracy with the fundamental actions for games.</p> <p>Understands how to aim and how to take the ball to a good position for aiming</p> <p>Describe what I have done or seen others doing. Participates in simple games.</p>	<p>Perform a range of skills with control. Apply these skills into game situations.</p> <p>Invents and creates games using basic skills.</p> <p>Understand the importance of rules in games. Develop simple tactics and use them appropriately.</p> <p>Develop strong spatial awareness.</p> <p>Begin to develop an understanding of attacking/ defending.</p>	<p>Know how to use space in game situations.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control Describe and demonstrate how to keep possession.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to understand how to compete with each other with positive sporting attitudes.</p>	<p>Continue to vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Can create their own warm up games using knowledge and skills.</p> <p>Can describe they and their team mates can improve their play</p>	<p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills in isolation and combination.</p> <p>Can keep possession under increasing pressure.</p> <p>Apply skills for attacking and defending.</p> <p>Takes part in competitive games with a strong understanding of tactics and rules.</p>	<p>Can combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Can use attacking and defending skills appropriately in different game scenarios.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can take on a range of different roles in a game situation including those of leadership</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p>
Gymnastics	<p>Different travelling actions and stay still when I need to.</p> <p>Can perform different body shapes.</p> <p>Start to join some of my ideas together.</p> <p>Performs at different levels.</p> <p>Move round space safely, not bumping into others and sharing the apparatus.</p> <p>Carry and place appropriate apparatus safely, with guidance.</p>	<p>Performs a range of balance and travelling actions with control and coordination.</p> <p>Uses floor and apparatus in a variety of ways to link, remember and repeat sequences of gymnastic actions.</p> <p>Recognise and avoid risks when handling and placing apparatus independently.</p>	<p>Show control, accuracy and fluency of my gymnastics movements.</p> <p>Beginning to show flexibility in movements.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Copies, explores and accurately remembers a variety of movements and uses these to create their own sequence.</p>	<p>Perform combinations of actions that show clear differences between levels and direction.</p> <p>Perform jumping actions and shapes in flight clearly, consistently and fluently, with good body tension and extension.</p> <p>Develops strength, technique and flexibility throughout performances.</p>	<p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Gradually increases the length of sequence work with a partner and in groups to make up a sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p>	<p>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p>

				Devise warm up routines that prepare them for their Gymnastics work. Understands composition by performing more complex sequences.		Analyse and comment on skills and techniques and how these are applied in their own and others' work including Olympic gymnasts.	
Athletics	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and developing stamina whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and sustain pace over longer distances.</p> <p>Show increasing power and control in different types of jumps.</p> <p>Demonstrates accuracy in different types of throws.</p> <p>Describes good athletic performance using correct vocabulary.</p>	<p>Improving skills with a greater focus on personal best.</p> <p>Beginning to build a variety of running techniques individually and in relay teams.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and jumping activities.</p> <p>Describes good athletic performance using correct vocabulary.</p>	<p>Can organise themselves and others safely in different roles as a coach, performer and official.</p> <p>Record peers performances, and evaluate these.</p> <p>Describes and improves athletic performance using appropriate vocabulary.</p>	
Dance	<p>Copy simple movements from others and explore those movements.</p> <p>Remembers simple movements and dance steps.</p> <p>Responds to range of stimuli.</p> <p>Use simple dance vocabulary to describe movement.</p>	<p>Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Can describe a short dance using appropriate vocabulary.</p>	<p>Perform short dances with expression, showing an awareness of others when moving.</p> <p>Use a range of expressive language to describe dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p>	<p>Suggests how a dance performance can be improved and can communicate more effectively.</p> <p>Use different compositional ideas to create dance phrases (motifs) incorporating unison, canon, action and reaction, question and answer.</p> <p>Begin to create longer dances in a larger group.</p>	<p>Perform specific movement patterns for different dance styles with accuracy.</p> <p>Explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p>	<p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Is able to repeat dance sequences accurately.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies motifs and whole dances as a result of self and peer evaluation.</p> <p>Uses increasingly more complex dance vocabulary</p>	<p>Perform dances using advanced dance techniques within a range of dance styles and forms</p>

		<p>Explore actions in response to a stimulus.</p> <p>Demonstrates rhythmic responses to music.</p>	<p>Beginning to compare and adapt movements and motifs to create a longer dance.</p>		<p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>to appreciate professional work.</p>	
<p>Outdoor adventurous activities</p>				<p>Take part in outdoor activities which physical challenges in the school context</p> <p>Uses simple maps and map symbols within the school context.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Demonstrates an understanding of how to stay safe in physical challenges.</p> <p>Developing empathy and resilience through trust and challenge activities</p>	<p>Take part in outdoor and adventurous activities which present intellectual and physical challenges in the local area (Grange Park)</p> <p>Able to orienteer successfully in known environments</p> <p>To work with a partner or as part of a team to plan strategies to meet a range of different physical challenges</p> <p>Uses and interprets a variety of maps with a range of symbols in the local area (Grange Park).</p> <p>Choose and apply strategies to solve problems with others.</p> <p>Demonstrates an understanding of how to stay safe and keep others safe.</p>	<p>Take part in outdoor and adventurous activities which present intellectual and physical challenges in a wider area (Grange Park)</p> <p>Uses and interprets a variety of maps in a wider unknown area (Hampstead Heath).</p> <p>Able to orienteer successfully in unknown environments</p> <p>Devise, choose and apply a range of strategies to solve problems collaboratively.</p> <p>Demonstrates an understanding of how to stay safe, keep others safe and manage risk appropriately.</p> <p>Visit: Hillingdon</p>	

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<p>Fitness and leadership</p>	<p>Can describe how the body feels before, during and after exercise.</p> <p><i>(Children revisit this in Y2-Y6 PE lessons and in science and PSHE curriculum)</i></p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Develop communication skills to work effectively with others to generate and share ideas whilst problem solving.</p> <p>Work collaboratively and cooperatively with a range of other learners showing empathy, trust and respect.</p> <p>To plan and lead warm up and cool down activities relevant to a PE area of activity.</p> <p>Understand and agree a code of conduct that makes for an effective leader.</p>	<p>Devise and take responsibility for own health and fitness training programmes to develop stamina, strength and suppleness in partnership with others.</p> <p>Work collaboratively and cooperatively with a range of other learners with a focus on compromise</p> <p>Be able to take the initiative to adapt plans, rules and delivery based on their audience (inclusion).</p> <p>Knows how to advocate physically active lifestyles to peers.</p>	<p>Devise and lead health and fitness training programmes for others.</p> <p>Know how to advocate and be a role model for physically active lifestyles to peers and wider social network in and beyond school.</p> <p>To show how to motivate others to enable them to achieve personal best in terms of physical performance.</p>	<p>Understands that a successful team relies on each individual taking responsibility but also being dependent on each other</p> <p>Take on a variety of meaningful leadership roles in and beyond PE lessons</p>	
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