



Dance	Gymnastics	Games	Athletics	Swimming
Can think about character and narrative ideas created by the stimulus, and respond through movement.	Can perform a range of actions and agilities with consistency, fluency and clarity of movement.	Can use a range of techniques when passing, e.g. <i>high, low, bounced, fast, and slow.</i>	Can run consistently and smoothly at different speeds.	Can swim competently, confidently and proficiently over a distance of at least 25 metres.
Can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with partner and in a group.	Can make similar or contrasting shapes on the floor and apparatus, working with a partner.	Can change direction and speed when dribbling the ball.	Can demonstrate different combinations of jumps, showing control, coordination and consistency.	Can use a range of strokes effectively.
Can use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer.	Can combine actions and maintain the quality of performance when performing at the same time as a partner.	Can show growing consistency and control in games.	Can throw a range of implements into a target area with consistency and accuracy.	Can perform safe self-rescue in different water-based situations.
Can remember, practise and combine longer, more complex dance phrases.	Can combine actions to make sequences with changes of speed, level and direction, and clarity of shape.	Can play with greater speed and flow.	Can recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment.	
Can communicate through dances and perform with fluency and control, showing sensitivity to the accompaniment and to others.	Can gradually increase the length of sequences.	Can play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots	Can pace their effort well in different types of events so that they can keep going steadily and maintain the quality of their action.	
Can show understanding of cooling down as well as warming up.	Can work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.	Can strike a ball with intent and throw it more accurately when bowling and/or fielding. Can intercept and stop the ball with consistency and return it quickly and accurately.	Can recognise and record that their body works differently in different types of challenges and events.	
Can describe and interpret dance movements using appropriate vocabulary.	Can understand that strength and suppleness are key features of gymnastic performance.	Can keep and use rules and can suggest how rules could be changed to adapt/improve a game.	Can watch and describe specific aspects of running, jumping and throwing styles.	
	Can offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight.	Can use a range of tactics to make it more difficult for my opponents e.g. <i>keep possession of the ball, think about positioning, speed and height.</i>	Can suggest, with guidance, a target for improving distance or height.	

Children know why warming up is important and can identify appropriate activities that they could use in a warm up. Children can also evaluate performances and suggest ways to improve.