



| Dance | Gymnastics | Games | Athletics | Swimming |
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| 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.