

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	Use the terms 'team-mate' and 'opponent'.	Develop tactics.	Demonstrate an understanding of the rules of the game.	Strike a ball with confidence, using both parts of the body i.e. their foot, or with a piece of equipment i.e. rounder's bat.	Work individually or as part of a team to gain points or possession	Field, defend and attack tactically by anticipating the direction of play.
	Begin to use rolling, hitting, running, jumping, catching and kicking skills in combination.	Confidently use a selection of skills in combination.	Consistently throw accurately using underarm technique.	Demonstrate knowledge, understanding and implementation of tactics to outwit their opponents.	Combine techniques and skills to enhance in game situations (e.g. running, throwing, catching, passing, jumping and kicking).	Combine techniques and skills to enhance performance.
		Begin to show signs of leadership.	Demonstrate control when catching.	Demonstrate some leadership skills.	Begin to use both forehand and backhand when playing racket games.	Recognise situations where their team needs a leader, and act accordingly.
			Play fairly and show respect towards team mates and opposition.	Maintain possession of a ball (with, e.g. feet, a hockey stick or hands)	Strike a bowled or volleyed ball with control and accuracy.	Act as a role model, demonstrating fair play and respect in game play.
					Show signs of choosing the most appropriate tactics to deploy in a game situation.	
Dance	Copy and remember moves and positions.	Link two or more actions to perform a sequence.	Perform and repeat simple sequences.	Plan, perform and repeat sequences.	Show creativity and imagination when composing expressive sequences.	Perform and create complex sequences.
	Move with control.	Choose appropriate movements to communicate a mood, feeling or idea.	Begin to develop movements into sequences.	Create dances and movements that convey a definite idea.	Show willingness to perform to the prerequisites of different themes (e.g. high energy, slow grace).	Perform expressively, using a strong and precise body posture.
		Move with careful control and coordination.	Show variation in speed and level within a performance.	Develop physical strength and suppleness through repetition of movement and stretching.		Combine movements to develop a complex sequence requiring strength and stamina.
			Show expression and fluency through movement.			
Gymnastics	Copy and remember actions.	Link two or more actions to make a sequence.	Perform and repeat simple sequences.	Plan, perform and repeat sequences.	Develop sequences which include a range of movements (e.g. balances, flight, rotations, travelling).	Vary speed, direction, level and body rotations during floor performances.
	Move with control and awareness of space.	Travel by rolling forwards, backwards and sideways.	Begin to develop movements into sequences.	Use expression, fluency and control in performances.	Show an understanding of how to link movements effectively, allowing fluency in performance.	Create and perform shapes that are strong, fluent and expressive.
	Show simple contrasts (e.g. small/tall, straight/curved, wide/narrow).	Hold a position whilst balancing on different parts of the body.	Begin to show changes of direction, speed and level during performance.	Travel in a variety of ways, including flight, by transferring weight to generate power in movements.		Create complex and well executed sequences that include a full range of movements.
	Climb safely on equipment.	Jump in a variety of ways and land with increasing control and balance.		Explore movements, developing an understanding of the placement and alignment of body parts. (E.g. finding centre of gravity in a balance).		Demonstrate awareness of placement and alignment of body parts through well-rehearsed actions and sequences.
	Stretch and curl to develop flexibility.			Swing and hang from equipment safely (Using hands).		

Athletics	See targets for 'Games'	See targets for 'Games'	Sprint over a short distance, up to 60metres.	Run over longer distances, conserving energy in order to sustain performance.	Combine sprinting with low hurdles over 60 metres.	Analyse own and others technique and body shape, offering suggestions for improvement.
			Show control and consistency when throwing under arm.	Comfortably and consistently use a range of throwing techniques (under arm, over arm).	Choose the best place for running over a variety of distances.	Show control in take-off and landings when jumping.
			Early stages of competence throwing over arm.	Throw with accuracy to hit a target or to cover a distance.	Compete within the spirit of fair play.	Keep track of personal best performances, setting targets for improvement.
			Throw with accuracy to a partner.	Jump in a number of ways, using a run up where appropriate.		
			Show control and balance when performing simple jumps.			
OAA	N/A	N/A	N/A	Select appropriate equipment for outdoor and adventurous activity.	Show resilience when something doesn't work, and initiative to help problem solve.	Actively take on different team roles, including leader, gaining the commitment and respect of other team members.
				Show some ability to both lead and form part of a team.	Use maps and compasses to locate check points.	Remain positive and resilient even in the most challenging circumstances, helping to maintain others moral.
				Help out team mates and seek help if needed.	Be aware of changing conditions and have an understanding of contingency.	Use a range of resources and techniques to orientate themselves.
					Identify possible risks and ways to manage them.	Quickly and effectively assess changing conditions and adapt plans to ensure safety comes first.
Swimming	N/A	N/A	Swim between 25 and 50 metres unaided.			Swim over 100 metres unaided.
			Coordinate leg and arm movements to swim at the surface and below the water.			Swim fluently with controlled strokes using breast stroke, front crawl and back stroke.
			Use more than one stroke, demonstrating an ability to coordinate breathing.			
			Turn efficiently at the end of a length.			

* Adapted from Chris Quigley's 'Essentials' (www.essentials.uk.com)