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| **Skill** | **EYFS** | **Yr1** | **Yr2** | **Yr3** | **Yr4** | **Yr5** | **Yr6** |
| **Acquiring and developing skills** | **NURSERY**  Pupils can:   * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks. | Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination. | Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co-ordination. | Pupils select and use skills, action and ideas appropriately, applying them with co-ordination and control. | Pupils link skills, techniques and ideas and apply them appropriately. Their performance shows control and fluency. | Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency. | Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. |
| **RECEPTION**  Pupils can:   * Revise and refine the fundamental movement skills they have already acquired:   + rolling - running   + crawling - hopping   + walking - skipping   + jumping - climbing * Progress towards a more fluent style of moving, with developing control and grace. * Develop overall body-strength, balance, coordination, and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport, and swimming. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Combine different movements with ease and fluency. * Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. * Develop overall body strength, balance, coordination and agility. |
| **Selecting and applying skills, tactics and compositional ideas** | **NURSERY**  Pupils can:   * Start taking part in some group activities which they make up for themselves, or in teams. * Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips | Pupils start to link skills and actions in ways that suit the activities. | Pupils vary skills, action and ideas and link these in way that suit set activities. They begin to show some understanding of simple tactics and basic compositional ideas. | With encouragement, pupils select and use skills and ideas appropriately beginning to apply them with control and coordination. They understand and apply a wider range of tactics and compositional ideas. | Pupils select and use skills and ideas appropriately applying them with control and coordination. They show understanding of tactics and composition by starting to vary how they respond. | Pupils performance show control; precision and fluency and they understand tactics and composition. | When performing pupils draw on what they know about strategy, tactics and composition. |
| **RECEPTION**  Pupils can:   * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. * Explore and engage in music making and dance, performing solo or in groups. |
| **Evaluating and improving performance** | **NURSERY**  Teachers talk with pupils about what went well and what they will improve upon next time. | Pupils describe and comment on their own and other’s actions. | Pupils talk about differences between their own and other’s performances and suggest improvements. | Pupils can talk about similarities and differences between their own and other’s performances. As a group they can use this to improve their own performance. | Pupils can talk about similarities and differences between their own and other’s performances. They can use this to improve their own performance. | Pupils comment and compare skills, ideas and techniques used in their own and other’s performance. Pupils use this information to be self-critical and suggest ways to improve their own performance. | Pupils analyze and comment on skills, techniques and ideas in their own and other’s performances. They then start to modify and refine skills and techniques to improve their performance. |
| **RECEPTION**  Teachers talk to pupils about what went well and things they could improve on. Pupils are able to say what they liked about other performances and what they didn’t like. |
| **Knowledge and understanding of fitness and health** | **NURSERY**  Pupils start to explain how their bodies feel during and after exercise. They might give some reasons as to why it is good to exercise. | Pupils talk about how to exercise safely, and how their bodies feel during an activity. | Pupils understand how to exercise safely and describe how their bodies feel during different activities. | Pupils give reasons why warming up before and activity is important, and why physical activity is good for their health. | Pupils give reasons why warming up before and activity is important. Pupils can explain the effects exercise has on their bodies and why it is valuable to their health. | Pupils explain and apply basic safety principles in preparing for exercise. Pupils describe what effects exercise has on their bodies, and how if done regularly it is valuable to their fitness and health. | Pupils explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. Pupils explain why regular, safe exercise is good for their fitness and health. |
| **RECEPTION**  Pupils can:   * Know and talk about the different factors that support overall health and wellbeing: regular physical activity |