

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Personal	• I can follow instructions. • I can practise safely. • I can work on simple tasks by myself. • I enjoy working on simple tasks with help.	• I try several times if at first I don't succeed • I ask for help when appropriate. • I can follow instructions, practise safely and work on simple tasks by myself. • I enjoy working on simple tasks with help.	• I know where I am with my learning and I have begun to challenge myself. • I try several times if at first I don't succeed and I ask for help when appropriate. • I can follow instructions, practise safely and work on simple tasks by myself.	• I cope well and react positively when things become difficult. • I can persevere with a task and I can improve my performance through regular practice. • I know where I am with my learning and I have begun to challenge myself. • I try several times if at first I don't succeed. • I ask for help when appropriate.	• I cope well and react positively when things become difficult. • I can persevere with a task. • I can improve my performance through regular practice. • I know where I am with my learning and I have begun to challenge myself. • I try several times if at first I don't succeed. • I ask for help when appropriate.	• I can create my own learning plan and revise that plan when necessary. • I can accept critical feedback and make changes. • I see all new challenges as opportunities to learn and develop. • I recognise my strengths and weaknesses and can set myself appropriate targets. • I cope well and react positively when things become difficult. • I can persevere with a task. • I can improve my performance through regular practice.	• I can create my own learning plan across all game situations and show leadership to make my team aware of this plan. • I can accept and make critical feedback and make changes if required. • I display a growth mindset when faced with difficulties or new challenges. • I recognise my strengths and weaknesses and can set myself appropriate targets based on feedback given. • I can be gracious in defeat and humble in victory. • I can persevere with a group and individual task. • I can improve my performance through regular training across disciplines.
Social	• I can work sensibly with others. • I can take turns and share. • I can play with others and take turns and share with help.	• I can help praise and encourage others in their learning. • I can work sensibly with others, taking turns and sharing. • I can play with others and take turns and share with help.	• I show patience and support others, listening well to them about our work. • I am happy to show and tell others about my ideas. • I can help praise and encourage others in their learning. • I can work sensibly with others, taking turns and sharing.	• I cooperate well with others and give helpful feedback. • I help organise roles and responsibilities and I can guide a small group through a task. • I show patience and support others, listening well to them about our work. • I am happy to show and tell them about my ideas. • I can help praise and encourage others in their learning.	• I cooperate well with others and give helpful feedback. • I help organise roles and responsibilities and I can guide a small group through a task. • I show patience and support others, listening well to them about our work. • I am happy to show and tell them about my ideas. • I can help praise and encourage others in their learning.	• I can involve others and motivate those around me to perform better. • I can give and receive sensitive feedback to improve myself and others. • I can negotiate and collaborate appropriately. • I cooperate well with others and give helpful feedback. • I help organise roles and responsibilities. • I can guide a small group through a task.	• I can lead a team and involve others and motivate those around me to perform better. • I can be a critical friend and give appropriate feedback when necessary. • I can make quick decisions in a game environment and make my team aware of my actions. • I can work well with others and give helpful feedback across a number of roles.

							• I can access the ability of my peers and organise them in to the appropriate positions. • I can lead a warm up, cool down or specific training drills.
Cognitive	• I can understand and follow simple rules. • I can name some things I am good at. • I can follow simple instructions.	• I can begin to order instructions, movements and skills. • With help I can recognise similarities and differences in performance. • I can explain why someone is working or performing well. • I can understand and follow simple rules and can name some things I am good at. • I can follow simple instructions.	• I can understand the simple tactics of attacking and defending. • I can explain what I am doing well and I have begun to identify areas for improvement. • I can begin to order instructions, movements and skills. • With help I can recognise similarities and differences in performance. • I can explain why someone is working or performing well. • I can understand and follow simple rules and can name some things I am good at.	• I can understand ways (criteria) to judge performance. • I can identify specific parts to continue to work upon. • I can use my awareness of space and others to make good decisions. • I can understand the simple tactics of attacking and defending. • I can explain what I am doing well and I have begun to identify areas for improvement. • I can begin to order instructions, movements and skills. • With help I can recognise similarities and differences in performance. • I can explain why someone is working or performing well.	• I can understand ways (criteria) to judge performance. • I can identify specific parts to continue to work upon. • I can use my awareness of space and others to make good decisions. • I can understand the simple tactics of attacking and defending. • I can explain what I am doing well and I have begun to identify areas for improvement. • I can begin to order instructions, movements and skills. • With help I can recognise similarities and differences in performance. • I can explain why someone is working or performing well.	• I can review, analyse and evaluate my own and others' strengths and weaknesses. • I can read and react to different game situations as they develop. • I have a clear idea of how to develop my own and others' work. • I can recognise and suggest patterns of play which will increase chances of success as a non-performer. • I can develop methods to outwit opponents. • I can understand ways (criteria) to judge performance. • I can identify specific parts to continue to work upon. • I can use my awareness of space and others to make good decisions.	• I can review, analyse and evaluate my own and others' strengths and weaknesses and make appropriate adjustments. • I can make tactical adjustments within a game situation across a number of sports. • I can set clear targets for myself and my teammates. • I can recognise and suggest patterns of play which will increase chances of success within a game situation. • I can adjust and develop tactics to outwit opponents. • I can critically judge and feedback on my own performance and that of others. • I can evaluate and suggest improvements for future play. • I can effectively use the space around me to

							mine and my teams advantage.
Creative	• I can explore and describe different movements. • I can observe and copy others.	• I can begin to compare my movements and skills with those of others. • I can select and link movements together to fit a theme. • I can explore and describe different movements. • I can observe and copy others.	• I can make up my own rules and versions of activities. • I can respond differently to a variety of tasks or music. • I can recognise similarities and differences in movements and expression. • I can begin to compare my movements and skills with those of others. • I can select and link movements together to fit a theme. • I can explore and describe different movements.	• I can link actions and develop sequences of movements that express my own ideas. • I can change tactics, rules or tasks to make activities more fun or challenging. • I can make up my own rules and versions of activities. • I can respond differently to a variety of tasks or music. • I can recognise similarities and differences in movements and expression. • I can begin to compare my movements and skills with those of others. • I can select and link movements together to fit a theme.	• I can link actions and develop sequences of movements that express my own ideas. • I can change tactics, rules or tasks to make activities more fun or challenging. • I can make up my own rules and versions of activities. • I can respond differently to a variety of tasks or music. • I can recognise similarities and differences in movements and expression. • I can begin to compare my movements and skills with those of others. • I can select and link movements together to fit a theme.	• I can effectively disguise what I am about to do next. • I can use variety and creativity to engage an audience. • I can respond imaginatively to different situations. • I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. • I can link actions and develop sequences of movements that express my own ideas. • I can change tactics, rules or tasks to make activities more fun or challenging.	• I can use tactics to outwit my opponent. • I can use all my knowledge and skills to engage my audience. • I can respond quickly to my surroundings and adapt where necessary. • I can recognise when to change and adjust my skills, movements or tactics so they are different from or in contrast to others. • I can create a sequence of creative moves to develop and express my own ideas. • I can use my creativity to quickly adapt my own rules or tasks to make an activity more engaging.
Applying Physical	• I can perform a single skill or movement with some control. • I can perform a small range of skills and link two movements together. • I can move confidently in different ways.	• I can perform a range of skills with some control and consistency. • I can perform a sequence of movements with some changes in level, direction or speed. • I can perform a single skill or movement with some control. • I can perform a small range of skills and link two movements together. • I can move confidently in different ways.	• I can perform and repeat longer sequences with clear shapes and controlled movement. • I can select and apply a range of skills with good control and consistency. • I can perform a range of skills with some control and consistency. • I can perform a sequence of movements with some changes in level, direction or speed. • I can perform a single skill or movement with some control. • I can perform a small range of skills and link two movements together.	• I can perform a variety of movements and skills with good body tension. • I can link actions together so that they flow in running, jumping and throwing activities. • I can perform and repeat longer sequences with clear shapes and controlled movement. • I can select and apply a range of skills with good control and consistency. • I can perform a range of skills with some control and consistency. • I can perform a sequence of movements with some changes in level, direction or speed.	• I can perform a variety of movements and skills with good body tension. • I can link actions together so that they flow in running, jumping and throwing activities. • I can perform and repeat longer sequences with clear shapes and controlled movement. • I can select and apply a range of skills with good control and consistency. • I can perform a range of skills with some control and consistency. • I can perform a sequence of movements with some changes in level, direction or speed.	• I can effectively transfer skills and movements across a range of activities and sports. • I can perform a variety of skills consistently and effectively in challenging or competitive situations. • I can use combinations of skills confidently in sport specific contexts. • I can perform a range of skills fluently and accurately in practice situations. • I can perform a variety of movements and skills with good body tension. • I can link actions together so that they flow in running, jumping and throwing activities.	• I can confidently transfer skills and movements across all activities and sports. • I can perform a variety of skills and consistently apply them to a number of different competitive situations. • I can use a combination of skills confidently in team and individual sport specific contexts. • I can perform a range of skills fluently and accurately in practice and competitive game situations. • I can perform a variety of movements and

							skills with good body tension whilst having an awareness of myself and others. • I can link actions together with confidence so that they flow in running, jumping and throwing activities.
Health and Fitness	• I am aware of why exercise is important for good health. • I am aware of the changes to the way I feel when I exercise.	• I can say how my body feels before, during and after exercise. • I use equipment appropriately and move and land safely. • I am aware of why exercise is important for good health. • I am aware of the changes to the way I feel when I exercise.	• I can describe how and why my body feels during and after exercise. • I can explain why we need to warm up and cool down. • I can say how my body feels before, during and after exercise. • I use equipment appropriately and move and land safely. • I am aware of why exercise is important for good health.	• I can describe the basic fitness components. • I can explain how often and how long I should exercise to be healthy. • I can record and monitor how hard I am working. • I can describe how and why my body feels during and after exercise. • I can explain why we need to warm up and cool down. • I can say how my body feels before, during and after exercise. • I use equipment appropriately and move and land safely.	• I can describe the basic fitness components. • I can explain how often and how long I should exercise to be healthy. • I can record and monitor how hard I am working. • I can describe how and why my body feels during and after exercise. • I can explain why we need to warm up and cool down. • I can say how my body feels before, during and after exercise. • I use equipment appropriately and move and land safely.	• I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. • I can plan and follow my own basic fitness programme. • I can self select and perform appropriate warm up and cool down activities. • I can identify possible dangers when planning an activity. • I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. • I can record and monitor how hard I am working.	• I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event and explain the impact this has on our physical wellbeing. • I can plan and follow my own basic fitness programme and engage others. • I can self select and perform appropriate warm up and cool down activities linked to the activity with knowledge of muscles. • I can access the risk to myself and others when planning an activity. • I can describe the basic fitness components and explain how often and how long I should exercise to be healthy and give advice to my peers. • I can record and monitor how hard I am working and discuss how this affects my body.

Swimming	•	•	•	•	• I can enter the water and being to swim unaided. • I can begin to perform some water skills and aware of the need to float my body.	• I can enter the water safely and swim with increased confidence using various strokes. • I can perform some water skills and float with increased confidence.	• I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can perform water skills and can safely float my own body.
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