



	Nursery	Reception	Key Stage 1: Year 1 & Year 2	Lower Key Stage 2: Year 3 & Year 4	Upper Key Stage 2: Year 5 & Year 6
Gymnastics	ELG: Moves freely in a range of ways (running, jumping, climbing) Begins to use large-muscle movements (e.g. waving, kicking, throwing) Can go up steps using alternating feet (sometimes) Uses simple tools (e.g. pushing wheeled toys, climbing equipment) FINE: Uses one-handed tools (e.g. scissors, paintbrushes)	Jump in a range of ways from one space to another with control. Jump off a low object and land appropriately. Experiments with different ways of travelling. Roll in different ways with control (Curled side roll, log roll, teddy bear roll) Move around, under, over, and through different objects and equipment. Stand on one foot to hold a balance.	Create and perform a movement sequence. Jump off a piece of equipment and land appropriately. Handle apparatus safely. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Be still in different body shapes and balances. Travel in different ways, changing direction and speed. Carry out a range of simple jumps, landing safely. Roll in different ways with control (Curled side roll, log roll, teddy bear roll). Copy actions and movements to create their own sequence. Travel in a variety of ways, including rolling.	Choose ideas to compose a movement sequence independently and with others. Link different balances moving in and out of positions of stillness. Use a range of jumps in their sequences. Perform learnt skills and techniques with control and confidence. Watch, describe and evaluate the effectiveness of a performance. Transfer weight smoothly from one part of body to another. Run and jump safely off a low vault. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Use apparatus to safely climb. Roll in different ways with control (crouched forward roll, forward roll from standing, tucked backward roll).	Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Use apparatus to design sequences involving a range of levels. Adapt their sequences to fit new criteria or suggestions. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Roll in different ways with control (pike forward roll). Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.



	Begins to use a comfortable grip Draws lines and circles Uses hands to manipulate materials (playdough, construction)		Use imagination to find different ways of using apparatus. Perform sequences of their own composition with coordination. Jump off larger objects and land appropriately. Describe what they have done and what they have seen. Have a clear focus when watching others perform. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Use apparatus to safely climb. Roll in different ways with control (rocking forward roll, crouched forward roll).	Devise, perform and repeat sequences that include travel, body shapes and balances. Adapt their sequences to include apparatus. Run and jump safely off a variety of vault levels. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Travel in different ways, including using flight. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Roll in different ways with control (forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle)	Use combinations of dynamics (pathways) to use space effectively. Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. Know how gymnastics promotes strength, power and supplements. Use the apparatus confidently. Set out and do risk assessments on apparatus. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Roll in different ways with control (dive forward roll, backward roll to standing pike)
Invasion Games		Move safely around the	Explore different ways of using a ball.	Find a useful space and get into it to support teammates.	Demonstrate an increasing awareness of space.



		space and equipment. Travel in different ways, including sideways and backwards. Travel using suitable speed to avoid obstacles. Dribble a ball at feet with control. Kick a ball along the floor in a chosen direction.	Use different ways of travelling in different directions or pathways. Run at different speeds. Retrieve and stop a ball using their foot. Pass and receive a ball in different ways with increased control. Pass the ball to another player in a game. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Develop simple attacking and defending techniques. Develop control and accuracy when travelling with a ball. Pass and receive a ball with control and accuracy. Begin to choose and use the best space in a game. Navigate the ball to find the best places to score. Begin to recognise the best ways to	Improve accuracy of passes. Know the different types of passes and which one to use. Use space to keep possession. Control the ball when travelling. Know to win back the possession of the ball. Use simple attacking and defending skills in a game. Apply and follow rules fairly. Know what to think about when opposing team has possession. Know how to organise themselves at the beginning of the game – finding positions. Make the best use of space to pass and receive the ball. Pass the ball with increasing speed, accuracy and success in a game situation. Move with the ball using a range of techniques, showing control and fluency.	Shoot accurately in a variety of ways. Adapt speed and direction of the ball to bypass defenders. Keep and win back possession of the ball effectively in a team game. Use a variety of ways to dribble in a game with success. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Evaluate the success of the game, identifying strengths and weaknesses. Suggest ideas to improve the enjoyment of the game. Demonstrate a good awareness of space. Understand and explain the difference between attacking and defending. Keep and win back possession of the ball effectively and in a variety of ways in a team game.
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			score points and stop points being scored. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Score more regularly without making mistakes. Plan ideas and tactics with team mates. Adapt techniques to keep possession. Use appropriate language to assess their performance and begin to identify techniques to make things difficult for the opposing team.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Take part in competitive games with a strong understanding of tactics and composition. Choose right formations and tactics for attack and defence. Know how to confidently support team mates in a competitive game.
Dance		Join a range of different movements together. Experiments with different ways of moving. Change the speed of their movement. Complete simple sequences to different stimulus.	Copy and repeat actions. Learn basic movements relating to feeling. Respond to different music showing a range of emotions and movement. Perform dance movements and simple sequences using simple movement patterns. Begin to improvise independently to create a simple dance. Begin to say how they could improve. Copy, remember and repeat actions.	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Learn how develop actions and movements within short dances by changing dynamic, space and relationships. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Explore and experiment imaginatively with stimulus for a given audience. Use transitions to link motifs smoothly together. Composing more complex routines with clear sections and choreographic devices such as unison, canon, repetition. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Choose and use criteria to evaluate own and others' performances.



			Use a range of vocabulary to describe moods and how dances make them feel. Use simple choreographic devices such as unison, canon and mirroring. Move in time with music. Perform dances using simple movement patterns with a clear start middle and end. Watch and describe performances, and use what they see to improve their own performance.	Compose a dance that reflects the chosen dance style. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Developing basic actions and skills: travels, gestures, turns, jumps and balances with good composure and control. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance. Demonstrate strong and controlled movements throughout a dance sequence. Explore, improvise and combine movement fluently and effectively. Use expression and emotion in dance movement. Show a change of timing and pace in their movement. Compose dance motifs that reflect the style of the music. Adapt and modify their routines as a result of peer assessment. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Striking and Fielding		Strike a ball in a general direction. Catch a ball with two hands.	Practise basic striking, sending and receiving. Fielding a ball using under and over arm throwing. Applying taught skills to simple games in groups.	Demonstrate successful hitting and striking skills. Develop a safe and effective overarm bowl. Consolidate the range of skills taught in KS1 and apply it to fielding and striking games.	Throw a ball accurately to a moving partner at different distances. Consolidate different ways of throwing and catching, and know when each is appropriate in a game.



		Roll a ball in a chosen direction. Throw underarm. Throw a ball at a target.	Strike or hit a ball with increasing control. Position the body to strike a ball. Throw and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination.	Communicate well with teammates when fielding. Develop different ways of throwing and catching. Throw and catch balls at different speeds, directions and heights. Accurately serve underarm. Adapt and make rules for striking and fielding games.	Pass a ball with speed and accuracy using appropriate techniques in a game situation. Adapt and make rules for striking and fielding games and explain choices. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Use and adapt rules, strategies and tactics using their knowledge of striking and fielding games.
Net and Wall		Demonstrate good control and co-ordination in large movements.	Practise accurate throwing and consistent catching. Catch and bounce a ball. Catching a ball from shorter and longer distances. Play net-based games having the opportunity to play 1v1 and in small groups. Throw, catch and bounce a ball with a partner. Use hand-eye coordination to control a ball.	Throw and catch with greater control and accuracy. Practise throwing and catching with variety of different balls using different types of throwing. Hit the ball with a racket. Know how to make it difficult for an opponent to receive the ball. Begin to understand the rules of the game. Use a bat or racket to hit a ball or	Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Hit the ball on both sides of the body and above head. Know where to position themselves when hitting and receiving the ball. Practise techniques for all strokes.



			Use their skills to play end to end games and over barriers. Watch and describe performances, and use what they see to improve their own performance.	shuttlecock with accuracy and control. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Understand rules about the games.	Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Devise a scoring system. Know how to challenge their opponent by varying the speed, height and direction of the ball. Understand their own strengths and weaknesses and offer suggestions on how to improve.
Multiskills and Athletics		Run in different ways for a variety of purposes. Jump for height landing safely. Jump for distance landing safely. Leap over small hurdles.	Vary their pace and speed when running. Run for longer distance (200m). Sprint in a straight line. Show good posture and balance. Jump as high as possible, landing safely. Jump as far as possible, landing safely. Throw a ball towards a target with increasing accuracy.	Choose skills and equipment to meet the challenges set e.g. increasing the distance thrown. Identify and demonstrate how different techniques can affect their performance. Understand the importance of adjusting running pace to suit the distance being run. Focus on trail leg and lead leg action when running over hurdles. Develop an effective take-off for the standing long jump.	Accelerate from a variety of starting positions and select their preferred position. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Identify and demonstrate stamina, explaining its importance for runners. Perform a successful standing long jump. Perform the standing triple jump with increased confidence.



			Leap over low hurdles whilst running at speed. Run at varying speeds. Be able to maintain and control a run over different distances. Begin to select the most suitable pace and speed for distance. Jump for distance from a standing position with accuracy and control. Choose the most appropriate jumps to cover different distances. Confidently leap hurdles. Throw with accuracy at targets of different heights.	Land safely and with control. Show increasing control in their overarm throw. Confidently demonstrate an improved technique for sprinting. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly whilst running. Learn how to combine a hop, step and jump to perform the standing triple jump. Begin to measure the distance jumped. Continue to develop techniques to throw for increased distance.	Continue to develop techniques to throw for increased distance. Begin to identify areas of their performance that require more practise. Recap, practise and refine an effective sprinting technique, including reaction time. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Choose the most suitable equipment for different activities. Set themselves and others targets in different events. Identify areas of their performance that require more practise. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
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					Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
Health and Fitness	Manages own personal hygiene independently Understands and talks about importance of healthy eating, exercise, and sleep Demonstrates independence in self-care (dressing, toileting)	Describe how the body feels when still and when exercising. Know different ways to keep healthy and safe. Understand the importance of physical exercise. Know the importance of a healthy diet.	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Talk about what our bodies do during exercise e.g breathing. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Talk about what our bodies do during exercise e.g breathing, begin to find their pulse.	Recognise and describe the effects of exercise on the body. Begin to build endurance and stamina by keeping up an activity over a period of time. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down Describe how the body reacts at different times and how this affects performance. Learn some of the main muscle groups. Start to take their pulse before, during and after exercise and explain the effect. Explain why exercise is good for your health.	Know and understand the reasons for warming up and cooling down. Begin to lead their own warm up with dynamic stretches and know what muscles to warm up effectively for different exercises/games. Explain some safety principles when preparing for and during exercise. Can take pulse and name some muscles correctly. Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively and naming the muscles targeted. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.



				Know some reasons for warming up and cooling down.	Value of exercise outside of the school.
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Vertical Grouping: March 2026