

			<u>Heart</u> <u>Unit 1</u> I can put in the effort and stay motivated when challenged.	<u>Heart</u> <u>Unit 1</u> I can work cooperatively in running, throwing and jumping games.	<u>Heart</u> I can run as part of a relay team.	<u>Heart</u> I can develop control in baton exchange.	<u>Heart</u> I can run as part of a team in relay style events.	<u>Heart</u> I can collaborate with others to run a race in the fastest possible time.
Dance	(Movement & Expression) 2–3 Years I can move spontaneously to music I can copy simple actions and gestures I can enjoy repeating movements I can use whole body movements	<ul style="list-style-type: none"> Recognise actions that can be performed in music. Perform a wide variety of dance actions both similar and contrasting. Copy, repeat, and perform simple actions to music. Count and move to beats of 8. Copy and repeat movement patterns. 	<u>Head</u> <u>Unit 1</u> I can show confidence to explore space within dance and movements. <u>Unit 2</u> I can recognise that dances have themes and stories	<u>Head</u> <u>Unit 1</u> I can show confidence to perform in front of others. <u>Unit 2</u> I can volunteer ideas as part of a group.	<u>Head</u> <u>Unit 1</u> I can discuss my own and others work with some awareness of choreography. <u>Unit 2</u> I can contribute ideas to the structure of the dance.	<u>Head</u> <u>Unit 1</u> I can demonstrate and discuss performance skills. <u>Unit 2</u> I can respond with creativity to the themes of the story.	<u>Head</u> <u>Unit 1</u> I can confidently participate in dances from different parts of the world. <u>Unit 2</u> I can show ways in which you can communicate a narrative through dance.	<u>Head</u> <u>Unit 1</u> I can interpret different stimuli with imagination and flair. <u>Unit 2</u> I can identify in others and self where good performance qualities are achieved.

<p>(stretch, bend, sway)</p> <p>3-4 Years</p> <p>I can move rhythmically to music</p> <p>I can copy and remember simple movement patterns</p> <p>I can explore different levels and directions</p> <p>I can begin to link movements together.</p>	<p>• Work as an individual, in partners and a group. patterns</p>	<p><u>Hand</u></p> <p><u>Unit 1</u> I can remember and repeat simple movement patterns.</p> <p>I can move with control and show spatial awareness.</p> <p><u>Unit 2</u> I can perform with an awareness of body shape required.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u> I can apply facial expressions and respond to music to bring emotion to dance.</p> <p>I can apply spatial dynamics such as canon and unison.</p> <p><u>Unit 2</u> I can perform with some expression.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u> I can express moods and feelings of character through the dance piece.</p> <p>I can use different levels and directions.</p> <p><u>Unit 2</u> I can attempt to perform with a sense of dynamics.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u> I can perform with increasing musicality with control and confidence.</p> <p>I can dance using a variety of formations.</p> <p><u>Unit 2</u> I can apply dynamics such as moving towards/away and contrast as a trio.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u> I can perform different styles of dance fluently.</p> <p>I can create a use a variety of pathways, step patterns and formations.</p> <p><u>Unit 2</u> I can adapt skills to meet the demands of a range of dance styles</p>	<p><u>Hand</u></p> <p><u>Unit 1</u> I can show appropriate facial expressions and gestures.</p> <p>I can use recognised dance actions and adapt to develop motifs and movement patterns.</p> <p><u>Unit 2</u> I can practise and refine coordination skills through activities such as live aural setting.</p>
		<p><u>Heart</u></p> <p><u>Unit 1</u> I can create and perform actions that convey a meaning e.g friendship.</p> <p><u>Unit 2</u> I can engage with the class to perform together.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u> I can perform as a whole class showing awareness of others.</p> <p><u>Unit 2</u> I can show engagement in tasks and perform with freedom.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u> I can create and share short dance phrases with a partner to a small group.</p> <p><u>Unit 2</u> I can decide with others which floor patterns /pathways to follow.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u> I can work as part of a group to listen and give ideas</p> <p><u>Unit 2</u> I can enjoy performing. I can be supportive of others.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u> I can adapt a pair dance into a small group dance.</p> <p><u>Unit 2</u> I can recognise and comment on dances, suggesting ways to improve.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u> I can take the lead, suggesting ideas and refining actions of others.</p> <p><u>Unit 2</u> I can use facial expressions to communicate emotion and a further narrative.</p>

Gymnastics

<p>(Balance & Body Control)</p> <p>2–3 Years</p> <p>I can crawl, climb and roll in different ways</p> <p>I can balance briefly on feet</p> <p>I can sit, kneel and stand independently</p> <p>I can begin to use climbing equipment safely</p>	<p>I can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling.</p> <p>I can follow simple instructions, copy a variety of defined shapes and actions.</p> <p>I can negotiate space and obstacles safely with consideration for myself and others.</p>	<p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can use words such as rolling, travelling, shape, jump and take-off.</p> <p><u>Unit 2</u></p> <p>I can decide which supporting concepts and actions to add to our sequence.</p>	<p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can explain the difference between types of balances such as point and patch.</p> <p><u>Unit 2</u></p> <p>I can work safely on my own and with others in body movement sequences.</p>	<p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can modify actions independently using different pathways, directions and shapes.</p> <p><u>Unit 2</u></p> <p>I can identify some primary muscles.</p>	<p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can decide on ways to improve a piece of work using compositional elements and implement changes.</p> <p><u>Unit 2</u></p> <p>I can identify 'core' muscles and use them to improve the quality of shapes and actions.</p>	<p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can select a component for improvement and use guidance from others.</p> <p><u>Unit 2</u></p> <p>I can explain the significance of a warm-up and how it relates to gymnastics activity.</p>	<p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can identify strengths and weaknesses of a performance.</p> <p><u>Unit 2</u></p> <p>I can compose a sequence that will achieve the highest score against the criteria.</p>
	<p>3–4 Years</p> <p>I can balance on different body parts</p> <p>I can hold balances for short periods</p> <p>I can travel in different ways (roll, crawl, slide)</p> <p>I can use simple apparatus with confidence</p>	<p>I can jump off an object and land safely and appropriately.</p> <p>I can travel with confidence around, under, over and through equipment and apparatus.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can perform simple gymnastic actions and shapes.</p> <p>I can recognise 'like' actions and link them together.</p> <p><u>Unit 2</u></p> <p>I can remember and perform a simple sequence using rolling, travelling, balancing and jumping.</p> <p>I can attempt to perform in unison and canon.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can create and perform a simple sequence.</p> <p><u>Unit 2</u></p> <p>I can show increasing control over apparatus during sequences.</p>	<p><u>Hand</u></p> <p>I can remember and repeat sequences.</p> <p>I can perform sequences with contrasting actions.</p> <p>I can show body control in movement and sequences.</p> <p><u>Unit 2</u></p> <p>I can develop body management over a range of floor exercises.</p>	<p><u>Hand</u></p> <p>I can create a unison sequence.</p> <p>I can perform actions such as balance, body shapes and flight with control.</p> <p>I can demonstrate some control when taking weight on hands.</p> <p><u>Unit 2</u></p> <p>I can develop an increased range of actions and shapes to use in more complex sequences.</p>	<p><u>Hand</u></p> <p>I can create longer sequences with more complicated movements like a cartwheel.</p> <p>I can create a sequence with contrasting shapes, actions and balances.</p> <p>I can attempt to perform more complete skills in isolation such as round off.</p> <p><u>Unit 2</u></p> <p>I can work within/on set pathways.</p>

			<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can value other's efforts when they perform, watch and listen.</p> <p><u>Unit 2</u></p> <p>I can communicate with a partner to create a short sequence.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can reflect on my own performances and identify their strongest skill/ action.</p> <p><u>Unit 2</u></p> <p>I can work with a partner to copy, create and join sequences.</p>	<p><u>Heart</u></p> <p>I can work with a group to create basic sequences.</p> <p><u>Unit 2</u></p> <p>I can comment on a peer's gymnastic sequence, describing what they did well.</p>	<p><u>Heart</u></p> <p>I can work as a group to combine sequences.</p> <p><u>Unit 2</u></p> <p>I can show maturity when watching others' sequences</p>	<p><u>Heart</u></p> <p>I can work responsibly in trust exercises and when counterbalancing.</p> <p><u>Unit 2</u></p> <p>I can lead others in a warmup with confidence in my own preparation</p>	<p><u>Heart</u></p> <p>I can show good character when being led by a peer.</p> <p><u>Unit 2</u></p> <p>I can work independently and in small groups to make up sequences to perform to an audience.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Invasion Games</p>	<p>(Spatial Awareness & Simple Team Play)</p> <p>2–3 Years</p> <p>I can explore moving with balls using hands or feet</p> <p>I can kick or push balls with little direction</p> <p>I can play alongside others (parallel play)</p> <p>3–4 Years</p> <p>I can move with a ball in a chosen direction</p> <p>I can kick or push balls towards a target.</p>	<p><u>Manipulation and co-ordination</u></p> <p>I can demonstrate a range of control over an object such as a ball e.g rolling, catching, patting and pushing.</p> <p>I can show a preference for a dominant hand when manipulating objects.</p> <p>I can organise and match various items, images, colours and symbols.</p> <p>I can demonstrate strength, balance and coordination when playing.</p>	<p><u>Attack, Defend, Shoot</u></p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can make decisions about how to defend a target.</p> <p><u>Unit 2</u></p> <p>I can discuss changes in the body brought on by exercise.</p>	<p><u>Attack, Defend, Shoot</u></p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can recognise sometimes you need to stay in a defined area.</p> <p><u>Unit 2</u></p> <p>I can make decisions to send a ball to a player in space.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can sometimes make good choices about when to pass and dribble.</p> <p><u>Netball</u></p> <p>I can play using basic rules.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can sometimes make decisions on the best time to tackle.</p> <p><u>Netball</u></p> <p>I can show some awareness of high-five positions.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can select an appropriate conclusion to a run with the ball. E.g shoot, pass, dribble.</p> <p><u>Netball</u></p> <p>I can apply game rules consistently.</p>	<p><u>Head</u></p> <p><u>Football</u></p> <p>I can devise a drill that practices a specific skill.</p> <p><u>Netball</u></p> <p>I can umpire a game, explain decisions where necessary.</p>

	<p>I can begin to understand simple rules (stop/go).</p> <p>I can show awareness of others in shared space</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can change of direction and speed in open play.</p> <p>I can roll, slide and throw a beanbag with accuracy.</p> <p>I can attempt to intercept and catch a thrown ball.</p> <p><u>Unit 2</u></p> <p>I can begin to engage in competitive activities.</p> <p>I can bounce a medium sized ball to myself and attempt to bounce at others.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can send a ball using feet and hands.</p> <p>I can receive a ball with feet and hands.</p> <p><u>Unit 2</u></p> <p>I can send a variety of different shaped balls.</p> <p>I can explore the concept of intercepting.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can send a ball with the inside of my foot</p> <p>I can use the outside of my foot to control and dribble</p> <p>Control the ball and pass unchallenged.</p> <p><u>Netball</u></p> <p>I can pass the ball in a variety of ways.</p> <p>I can demonstrate dodging technique to get free from a defender.</p> <p>I can receive the ball without travelling.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can send the ball over longer distances.</p> <p>I can use dribbling to progress forward.</p> <p>I can begin to tackle.</p> <p><u>Netball</u></p> <p>I can protect the ball after catching.</p> <p>I can use the pivot action after the ball is caught.</p> <p>Use basic shooting techniques in isolation and in a game.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can work with a partner to pass and move.</p> <p>I can run with the ball with control.</p> <p>I can receive the ball and turn.</p> <p><u>Netball</u></p> <p>I can use a variety of passes at appropriate times.</p> <p>I can try different dodging techniques.</p> <p>I can attempt to get into better shooting positions.</p>	<p><u>Hand</u></p> <p><u>Football</u></p> <p>I can attempt proper foot placement to pass and receive the ball.</p> <p>Pass the ball to set up others to shoot.</p> <p>I can apply speed and accuracy to a shot.</p> <p><u>Netball</u></p> <p>I can mark the ball for a pass or a shot.</p> <p>I can make quicker decisions in a game.</p> <p>I can anticipate, track and control a rebounding ball from a shot.</p>
		<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can show motivation to improve.</p> <p><u>Unit 2</u></p> <p>I can identify things that I like about exercise in and outside of school.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can show awareness of teammates and opponents in games.</p> <p><u>Unit 2</u></p> <p>I can work with a partner and in small groups to develop specific skills.</p>	<p><u>Heart</u></p> <p><u>Football / netball</u></p> <p>I can show support, encouragement and good sportsmanship.</p>	<p><u>Heart</u></p> <p><u>Football</u></p> <p>I can work hard in a game and recognise the effects on myself and my teammates.</p> <p><u>Netball</u></p> <p>I can work as part of a team to ensure all players are marked.</p>	<p><u>Heart</u></p> <p><u>Football</u></p> <p>I can use individual skills to keep possession and explain how it helps the team.</p> <p><u>Netball</u></p> <p>I can use verbal and non-verbal communication to show teammates where you want the ball.</p>	<p><u>Heart</u></p> <p><u>Football</u></p> <p>I can work as a team to attack and defend using a variety of skills.</p> <p><u>Netball</u></p> <p>I can play in a competition.</p>

Net / wall games

<p>(Hand–Eye Coordination)</p> <p>2–3 Years</p> <p>I can roll balls to adults or peers</p> <p>I can attempt to catch large soft balls</p> <p>I can watch and track moving objects</p> <p>3–4 Years</p> <p>I can throw and catch large balls with two hands</p> <p>I can bounce and catch a ball</p> <p>I can roll or throw balls towards targets</p>	<p>Body management</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can follow simple instructions, copy a variety of defined shapes and actions.</p> <p>I can jump off an object and land safely and appropriately.</p> <p>I can negotiate space and obstacles safely with consideration for myself and others.</p> <p>Be confident to try new activities and show independence, resilience and perseverance.</p>	<p>Send and Return</p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can show confidence to explore different actions such as hitting other types of targets.</p> <p><u>Unit 2</u></p> <p>I can identify space to send a ball into.</p>	<p>Send and Return</p> <p><u>Head</u></p> <p><u>Unit 1</u></p> <p>I can decide on and play with my dominant hand.</p> <p><u>Unit 2</u></p> <p>I can describe an attacking shot.</p>	<p><u>Head</u></p> <p><u>Tennis</u></p> <p>I can use space safely</p> <p>I can understand basic rules (bounce, rally, score to 5)</p> <p><u>Volleyball</u></p> <p>I can play a sitting volleyball game.</p>	<p><u>Head</u></p> <p><u>Tennis</u></p> <p>I can choose where to send the ball.</p> <p>I know forehand/backhand sides.</p> <p><u>Volleyball</u></p> <p>I can play a sitting volleyball game with some rules</p>	<p><u>Head</u></p> <p><u>Tennis</u></p> <p>I can decide when to attack or defend.</p> <p>I can understand boundaries.</p> <p><u>Volleyball</u></p> <p>I can communicate as a pair to perform contacts.</p>	<p><u>Head</u></p> <p><u>Tennis</u></p> <p>I can create simple tactics.</p> <p>I can adapt to opponents.</p> <p><u>Volleyball</u></p> <p>I can communicate as a pair to consistently perform 3 contacts.</p>
		<p><u>Hand</u></p> <p><u>Unit 1</u></p> <p>I can chase, stop and control balls and other objects.</p> <p>I can track balls and other equipment sent to me, moving in line with the ball to collect or return.</p> <p><u>Unit 2</u></p> <p>I can send an object with increased confidence using hand or racquet.</p> <p>I can play with a variety of equipment to send such as a tennis ball or a balloon.</p>	<p>Hand</p> <p>Unit 1</p> <p>I can consistently hit a ball with my hand.</p> <p>I can demonstrate basic sending skills in isolation or in a game.</p> <p>Unit 2</p> <p>I can use an attacking shot.</p> <p>I can send a ball to different areas of the court.</p>	<p>Hand</p> <p>I can catch and throw a tennis ball.</p> <p>I can roll and strike from the floor.</p> <p>I can bounce and catch on the racket.</p> <p><u>Volleyball</u></p> <p>I can – Move around the court in a seated position.</p>	<p>Hand</p> <p>I can move and hit.</p> <p>I can rally 3 – 5 shots.</p> <p><u>Volleyball</u></p> <p>I can pass and move in a seated position.</p>	<p>Hand</p> <p>I can perform a controlled forehand/backhand.</p> <p>I can perform a basic overarm serve.</p> <p><u>Volleyball</u></p> <p>I can perform a rainbow pass.</p>	<p>Hand</p> <p>I can perform consistent rallying.</p> <p>I can perform controlled volleys.</p> <p><u>Volleyball</u></p> <p>I can perform a rainbow pass with accuracy.</p>
		<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can work with a partner to send and receive.</p> <p><u>Unit 2</u></p> <p>I can play cooperatively in a game situation.</p> <p>I can keep active in a lesson even when tired or out of breath.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u></p> <p>I can work with a partner cooperatively to sending and receiving skills.</p> <p><u>Unit 2</u></p> <p>I can work as a team to get the ball over the line or net.</p>	<p><u>Heart</u></p> <p>I can play fairly.</p> <p>I can encourage others.</p> <p><u>Volleyball</u></p> <p>I can play in cooperative team rallies with some success in keeping the ball in play.</p>	<p><u>Heart</u></p> <p>I can accept mistakes.</p> <p>I can follow rules.</p> <p><u>Volleyball</u></p> <p>I can play in cooperative team rallies.</p>	<p><u>Heart</u></p> <p>I can manage winning/losing.</p> <p>I can stay positive.</p> <p><u>Volleyball</u></p> <p>I can suggest why pairs volleyball is an inclusive sport.</p>	<p><u>Heart</u></p> <p>I can demonstrate sportsmanship.</p> <p>I can support teammates.</p> <p><u>Volleyball</u></p> <p>I can help my team to record our results accurately at the end of each game.</p>

Striking anielding games

<p>(Cause & Effect)</p> <p>2–3 Years</p> <p>I can hit objects using hands</p> <p>I can kick stationary balls</p> <p>I can chase and retrieve balls</p> <p>3–4 Years</p> <p>I can strike objects with simple equipment</p> <p>I can kick balls with more control</p> <p>I can collect, carry and return objects</p> <p>I can begin to play turn-taking games</p>	<p><u>Manipulation and co-ordination</u></p> <p>I can demonstrate a range of control over an object such as a ball e.g rolling, catching, patting and pushing.</p> <p>I can show a preference for a dominant hand when manipulating objects.</p> <p>I can organise and match various items, images, colours and symbols.</p> <p>I can demonstrate strength, balance and coordination when playing.</p>	<p><u>Hit, catch run</u></p> <p><u>Head</u></p> <p><u>Unit 1</u> I can identify when a point has been scored and keep count of the score.</p> <p><u>Unit 2</u> I can choose where to send the ball to maximise the chance to score.</p>	<p><u>Hit, catch run</u></p> <p><u>Head</u></p> <p><u>Unit 1</u> I can make choices about where to hit the ball.</p> <p><u>Unit 2</u> I can judge and change pace in a variety of running activities.</p>	<p><u>Head</u></p> <p><u>Cricket</u></p> <p>I can adhere to some basic rules.</p>	<p><u>Head</u></p> <p><u>Cricket</u></p> <p>I can use and apply basic rules and scoring to a game.</p>	<p><u>Head</u></p> <p><u>Cricket</u></p> <p>I can field with some awareness of batter strength.</p>	<p><u>Head</u></p> <p><u>Cricket</u></p> <p>I can apply with consistency standard rules of modified games.</p>
	<p>I can intercept, retrieve and stop a beanbag and medium sized ball with some consistency.</p> <p>I can retrieve and return a ball to base.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u> I can run between bases to score points.</p> <p>I can catch a medium sized ball thrown over a short distance.</p> <p><u>Unit 2</u> I can intercept, retrieve and stop a beanbag and medium sized ball with some consistency.</p> <p>I can retrieve and return a ball to base.</p>	<p><u>Hand</u></p> <p><u>Unit 1</u> I can develop hitting skills with a variety of bats.</p> <p>I can practice bowling/ feeding a ball to other players.</p> <p>I can make attempts to catch balls coming towards the player in games.</p> <p><u>Unit 2</u> I can run in games to score points.</p> <p>I can position myself to stop balls. I can use different skills to send a ball into different areas e.g hit/ kick.</p>	<p><u>Hand</u></p> <p><u>Cricket</u></p> <p>I can stop moving balls.</p> <p>I can bowl a ball accurately underarm.</p> <p>I can strike a bowled ball.</p> <p>I can develop throwing skills to throw over a longer distance.</p>	<p><u>Hand</u></p> <p><u>Cricket</u></p> <p>I can track and intercept the ball along the ground and sometimes collect with one hand.</p> <p>I can attempt an overarm bowl.</p> <p>I can strike a ball with a pull shot.</p> <p>I can show more consistency in catching and throwing in a variety of distances.</p>	<p><u>Hand</u></p> <p><u>Cricket</u></p> <p>I can begin to employ specific bowling techniques e.g overarm more accurately.</p> <p>I can attempt a range of shots in a game.</p> <p>I can throw with accuracy and consistency over short distances.</p>	<p><u>Hand</u></p> <p><u>Cricket</u></p> <p>I can show a range of fielding techniques e.g throwing, catching, tracking in games play.</p> <p>I can strike bowled balls in games and attempt a range of shots.</p> <p>I can attempt to track and catch high balls in isolation and gameplay.</p>
		<p><u>Heart</u></p> <p><u>Unit 1</u> I can work collaboratively to score runs showing encouragement and support</p> <p><u>Unit 2</u> I can decide as a team the best positioning to intercept the ball.</p>	<p><u>Heart</u></p> <p><u>Unit 1</u> I can display sportsmanship when competing against others.</p> <p><u>Unit 2</u> I can work in small groups to field and bat.</p>	<p><u>Heart</u></p> <p><u>Cricket</u> Field as a team to return the ball to the bowler/ base.</p>	<p><u>Heart</u></p> <p><u>Cricket</u> I can show fair play e.g accepting when run or bowled out.</p>	<p><u>Heart</u></p> <p><u>Cricket</u> I can communicate with my partner to maximise runs.</p>	<p><u>Heart</u></p> <p><u>Cricket</u> I can work as a pair to field long balls.</p>

OAA	2-3 Years I can explore outdoor spaces freely I can climb, crawl and balance with support I can show curiosity about surroundings	<u>Cooperate and Solve Problems</u> I can follow simple instructions, copy a variety of defined shapes and actions.	<u>Head</u> I can follow simple instructions. I can identify and select equipment based on a symbol.	<u>Head</u> I can make good choices when leading others. I can confidently follow a basic map.	<u>Head</u> I can independently identify factors needed to complete a task.	<u>Head</u> I can plan and refine strategies to solve problems.	<u>Head</u> I can play a role in problem solving.	<u>Head</u> I can follow instructions accurately.
		I can demonstrate strength, balance and coordination when playing. I can organise and match various items, images, colours and symbols.	<u>Hand</u> I can handle, order and organise equipment. I can use strength and coordination to complete a task.	<u>Hand</u> I can adapt to use equipment in unconventional ways I use the correct 1 or 2 footed jumping techniques most of the time.	<u>Hand</u> I can identify and use symbols on a map to navigate. I can perform with strength, stamina and endurance in more physical tasks.	<u>Hand</u> I can use maps, symbols and a compass confidently to navigate.	<u>Hand</u> I can work at high intensity for a sustained period whilst completing a task.	<u>Hand</u> I can refine and adapt group tasks.
	3-4 Years I can follow simple routes or instructions I can complete simple obstacle courses I can work with others to solve movement challenges I can show confidence in trying new activities	Be confident to try new activities and show independence, resilience and perseverance.	<u>Heart</u> I can show motivation to play my part as a team.	<u>Heart</u> I can show sensitivity when working with a blindfolded partner.	<u>Heart</u> I can work with others to solve problems.	<u>Heart</u> I can work as part of a team or group within a well-defined role.	<u>Heart</u> I can put trust in others and demonstrate trustworthy behaviour.	<u>Heart</u> I can take responsibility for a role in a task.

	Beginners	Intermediate	Advanced
Swimming	<ul style="list-style-type: none"> • Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently 	<ul style="list-style-type: none"> • Swim over greater distances, between 10 & 20 meters with confidence in shallow water. • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges 	<ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke

	KS1	KS2
Wellbeing	<ul style="list-style-type: none"> • Know how to work as part of a team • How to perform breathing exercises to be mindful • Know how to connect with others to complete tasks 	<ul style="list-style-type: none"> • Understand how breathing exercises can help someone be mindful • Know how to connect with others to complete tasks with increased success • Be able to notice changes in their surroundings and what maybe causing them