

## Acquiring and developing skills

P4-5	P 6-7	P 8	NC1	NC2
Move slowly and quickly on teacher request	Link slow and quick movements, take big steps/ pushes and little steps/pushes both to teacher direction	Move slowly and quickly in a straight line	Move at different speeds according to the time requirement eg sprint for 7 seconds, run for 1 minute	Move smoothly and efficiently eg, try to keep arms close to body, move in a straight line.
Send a ball underarm but without control and direction	Send with control and direction to a partner using a small range of techniques	Send with control and direction to a wider group using a small range of techniques	Send using different methods of over arm, under arm, sling, push	Send using different methods of over arm, under arm, sling and push
Jump/push forwards over a line	Jump/push accurately into and out of areas from standing position	Jump/push high and long using variations of take offs and landings eg 1-2 and 2-2 feet	Jump/push for distance and height ( set a target eg standing long jump – 1M)	Demonstrate different styles of jumping/pushing e.g. 1 footed/ hand, 2 footed/ hands, over a low obstacle

## Selecting and applying skills, tactics and compositional ideas

P4-5	P 6-7	P 8	NC1	NC2
Move as fast as you can between obstacles	Move at different paces as directed by teacher	Move as fast as you can over a specified distance	Move at different paces when you get tired	Move as fast as you can over a set distance. Repeat and try to improve your time
Move and stop on instruction	Play follow the leader and move like the leader	Copy your partner's style of running/moving	Copy your partner's running style and decide if it suits you	Select your style and repeat it continuously so as to run faster
Send different sized balls and bean bags as far as you can (will lack direction)	Send different pieces of equipment as far as you can in a controlled way	Send accurately to a target or zone Send ball/ beanbags into baskets	Send different pieces of equipment as far as you can (set a distance according to equipment)	Send different implements further than 4 pushes/jumps take you
Jump/push and land safely showing correct use of legs and feet	Jump/push over high and long obstacles	Jump/push high and long using variations of take offs and landings eg, 1-2 and 2-2 feet Use your arms to make you jump higher	Jump/push for distance and height (set a target e.g, standing long jump 1M)	Show power in the jump/push – use arms, lift knees etc

## Knowledge and understanding of fitness and health

**P 4-5**

Follow simple warm up and cool down activities

**P 6-7**

Recognise that your heart rate and temperature have changed

**P 8**

Understand the need to warm up

**NC1**

Describe what happens to your heart, breathing and temperature during athletics events

**NC2**

Identify when your body gets warmer, cooler

## Evaluating and improving performance

**P 4-5**

Recognise and identify different types of equipment and actions

**P 6-7**

Recognise and identify different types of moving, jumping and throwing actions

**P 8**

Identify and describe different moving, jumping and throwing actions

**NC1**

Watch other people and recognize different styles of moving, jumping and throwing

**NC2**

Explain what is successful and how to improve

## Acquiring and developing skills

P 4-5	P 6-7	P 8	NC1	NC2
Follow simple instructions with help e.g support of symbols or other prompts	Follow and imitate sequences and patterns in your movements	Follow and imitate movement patterns and sequences with same control and co-ordination	Copy, explore and develop basic body actions demonstrated by the teacher or other pupils e.g. travel, jump, turns, gesture, stillness	Explore ideas by experimenting with actions
Imitate animal or other actions / movements	Create movement ideas in response to a story	Respond to speed and type of music with a range of body actions Show changes in levels and directions	Develop actions using appropriate stimuli e.g. Penguin – flapping, waddling or huddling	Explore and develop actions using appropriate stimuli. Explore ideas, moods and feelings using appropriate stimuli
Move around the space without colliding	Explore traveling and body movements under teacher direction	Develop travel and body actions under teacher direction	Move confidently demonstrating increasing body control and co-ordination	Explore actions, moods and feelings when using appropriate stimuli
Respond to a variety of stimuli e.g voice, music, percussion	Move in a variety of ways e.g quick/ slow	Move in a variety of ways with some control and co-ordination	Explore, repeat and refine movement patterns and show changes in levels and direction	Vary the actions by using changes of speed, level, spatial patterns
Work close to another child safely	Work with and respond to a partner	Work with partner on stepping patterns	Work co-operatively with a partner	Work co-operatively with others on a task

## Selecting and applying skills, tactics and compositional ideas

P 4-5	P 6-7	P 8	NC1	NC2
Perform simple actions/ movements	Repeat simple sequence of actions / movements	Choose a sequence of movements that have a beginning, a middle and an end	Choose movements/ actions to make your own phase e.g. balance, tumble, fall	Plan a short dance which shows a variety of body actions e.g. jump, turn, gesture, stillness and travel
Move in a variety of ways with prompts e.g drum, tambourine	Move in a variety of ways	Show movements with simple changes in speed	Experiment with basic body actions using different dynamics, levels and directions	Create and perform dances based on characters
Respond to a variety of stimuli e.g voice, percussion, music	Express yourself through repetitive and simple dance phrases and movement patterns	Use movement to express feelings and respond to stimuli with a range of actions	Demonstrate, remember and repeat a short dance that expresses your ideas, mood or feelings	Demonstrate the use of feelings e.g. through weight – heavy (angry), light (happy) and changes of speed e.g. slow (sad)

## Selecting and applying skills, tactics and ideas (continued)

Initiate actions for others to follow	Link simple actions/ movements together e.g step patterns/ country dancing	Develop your own dance phase with a beginning, middle and end	Choose actions and link them together to make a short dance Remember and repeat a short dance	Link actions to make a short dance phrase, working on your own, with a partner and / or in small groups
---------------------------------------	--	---	--	---

## Knowledge and understanding of fitness and health

P 4-5	P 6-7	P 8	NC1	NC2
Select and use appropriate equipment e.g. mat to lie on, ribbons, balloons	Recognise and respond to the importance of working in your own space	Show an increasing awareness of space, yourself and others	Move safely within the working area	Sustain and maintain a constant level of activity in dance
Be aware of changes to your body when exercising	Recognise changes that happen to your body when they are active	Know how your body feels after dance activities	Understand why the heart beats faster when exercising	Understand the effects of exercise on the heart rate
Follow simple warm up and cool down activities	Explain simply why you need to warm up and cool down	Have some understanding of why you warm up and cool down for dance	Warm up and cool down on your own	Perform specific exercises that help you stretch your muscles

## Evaluating and improving performance

P 4-5	P 6-7	P 8	NC1	NC2
Identify simple actions with teacher prompts	Identify simple dance actions	Remember and perform short dance phrases	Link and perform a simple dance phrase with teacher direction	Perform a whole dance that has a simple structure
Work with a partner during movement/ dance activities	Show your dance movements to a partner	Practice and perform your own dance	Perform your dance to others on the class	Describe what you and others have done
Make a simple comment on another's dance	Identify actions performed by others using simple vocabulary	Say what you like about the dance movement others created	Describe what you and others have done using the correct vocabulary	Use appropriate language to describe your own work and others e.g. shaky, jerky, circling
Show angry, happy, sad facial expressions	Say what your dance is about	Practice and perform your own dance phrase	Describe how a dance can make you feel e.g. happy, sad, hungry	Describe your own dance and how it makes you feel using correct vocabulary

## Acquiring and developing skills

P4-5	P6-7	P8	NC1	NC2
Understand some basic sending concepts e.g. sending big and small balls	Send or bounce a ball to partner Send large and small balls into a basket on the floor	Pass or send a ball to your partner accurately	Send a ball over arm/ under arm	Send the ball with control i.e. into space Turn sideways on to send or strike a ball
Push a large ball along the floor	Strike a ball along the floor with a bat or stick	Strike or send a ball towards a large target	Stop / strike rolling ball with a bat or stick	Keep a rally going for more than a series of three
Move and dribble a large ball in space	Show control and accuracy in basic actions e.g. roll a ball to a partner	Use a range of skills to help you keep control of the ball	Dribble the ball keeping control consistently	Change direction and speed when dribbling the ball
Send a large ball with no control or direction	Stop and kick a rolling ball with foot	Kick or hit a ball towards a large target	Understand how to get in line with a ball to receive it e.g. trapping a ball	Use a range of skills to help you keep control of the ball
Pick up a bean bag without releasing it	Release and catch a bean bag	Catch a bean bag from a throw	Catch a large or small ball from a throw or a bounce pass	Catch a ball with 2 hands throw with 1 under arm/ over arm
Send a large ball with no control or direction	Send the ball under arm towards a given point	Stop a rolling ball, pick up and throw back	Throw the ball to a partner at an appropriate height for them to hit it	Return the ball accurately over arm and underarm to base
Strike a large foam ball with hand	Strike a foam ball/ soft shuttle with a racket	Hit a foam ball after it has bounced on the floor	Hit a ball thrown after it has bounced on the floor	Make the ball bounce twice in the court area

# GAMES (Striking/Fielding, Net/Wall, Invasion)

## Selecting and applying skills, tactics and compositional ideas

P 4-5	P 6-7	P 8	NC1	NC2
Play simple games with others	Play simple team games but require support to keep score and follow rules	Play simple games but need support to follow games rules and keep score	Follow the given rules of the games without dispute	Work as a team to make up your own game without disputes
Indicate person to send large ball to	Send ball to partner around obstacle e.g. Piggy in middle	Recognise when to aim and when to pass to a team mate	Play as a member of a team	Work co-operatively with others when working on a skill or playing a game
Move to a directed space e.g. mat	Run into space without touching anyone	Work within a given space	Use space and skill in response to an opponents actions	Use space effectively in the game
Take turns with a partner	Share and work in a small group cooperatively	Play simple games with a partner e.g. how many bounces you can make in 20 seconds	Play a simple competitive game with a partner	Play simple team games Plan where to stand to make it difficult for opponents

## Knowledge and understanding of fitness and health

P 4-5	P 6-7	P 8	NC1	NC2
Be aware that moving and activities make you breathe more quickly	Recognise the changes that happen to your body when you are active	Explain why moving and playing games is good for you	Describe what it feels like when you breathe faster during exercise	Understand and describe changes in heart rate when playing games
Follow simple warm up and cool down activities	Understand the effects and benefits of exercise	Understand the need to warm up and cool down	Describe what activities to use for a warm-up	Select an appropriate warm-up activity

# GAMES (Striking/Fielding, Net/Wall, Invasion)

## Evaluating and improving performance

P4-5	P6-7	P8	NC1	NC2
Copy actions	Copy actions and recognise quality	Recognise success and describe how you can improve your skills	Describe the help you need to improve your play	Identify what you do best and find most difficult
Watching others demonstrate activity / movement	Comment on the work of others	Show an increasing awareness of others. Observe and describe actions	Use appropriate language to describe a performance	Explain how your teams performance could be improved
Repeat action on request	Practice dribbling a ball with foot or stick	Walk / run / move and dribble with a ball	Identify what you do best and find most difficult	Keep a game going using a range of techniques

## Acquiring and developing skills

P 4-5	P 6-7	P 8	NC1	NC2
Travel in a variety of ways	Travel on at least two body parts	Travel on a variety of body parts	Perform basic gymnastic action of rolling, turning and jumping	Practise a variety of actions, jumps, balance, roll, concentrating on quality
Use the floor , mats and apparatus safely with guidance	Use floor, mats and apparatus with growing confidence and safety	Recognise small and large apparatus and use it with basic control	Explore and develop a range of gymnastic movements on the floor/apparatus	Use actions on the floor and over, across and along apparatus
Be still when choosing a balance	Be still in different balances	Be still in different body shapes and balances	Link different balances, moving in/out of positions of stillness with flow	Show control and accuracy when performing basic combinations of balances, shapes and movements
Show slow and fast movements with direction	Show slow and fast movements	Show a change of speed in your movements	Link two actions and perform them slowly and quickly	Remember and perform a taught sequence involving two methods of travel
Slide and rock. Take weight on hands and feet with support	Slide, rock and take weight on hands and feet	Slide, rock and take weight on hands	Take weight on hands only with part of body inverted	Transfer weight from one body part to another e.g. shoulders to taking weight on hands
Reach as far as you can	Point arms and legs in opposite direction	Stretch body when making a shape	Stretch and curl body in a variety of ways, e.g. big, narrow, small, tucked	Show symmetrical / asymmetrical shape
Explore a variety of movements with some awareness of space	Move with control and co-ordination under and over climbing equipment	Work on/over/around apparatus taking turns	Use actions on the floor and over, across and along apparatus	Mount and dismount safely when using apparatus
Work close to another	Work co-operatively with a partner	Copy or explore your partner's movement actions	Perform actions, body shapes and balances at the same time as your partner	Extend the range of actions, body shapes and balances to a particular theme
Follow simple movements / routines	Copy movement patterns with each other e.g. Follow my leader	Work co-operatively with others on a task	Perform and combine movements with a partner/group so they are matched/mirrored	Develop more variety in the way you perform skills and actions

## Selecting and applying skills, tactics and compositional ideas

P 4-5	P 6-7	P 8	NC1	NC2
Link at least two basic actions with assistance	Link at least two basic actions without assistance	Devise own sequence involving two movements	Develop short sequences of unlike actions	Choose combinations that work in a sequence with a partner
Repeat at least two basic actions with guidance	Repeat at least two actions and keep repeating them accurately	Remember and perform taught sequence of two movements	Explain how you remember the sequence	Make a sequence using apparatus
Perform at least two balances at different levels linked together in a sequence with guidance	Perform at least two balances at different levels linked together in a sequence	Perform balances at different levels linked together in a sequence	Explore balance on small/large body parts	Perform simple sequences e. g. balance, roll, turn etc
Travel between obstacles following marks on the floor	Travel over a series of bars on the floor	Move with some control and co-ordination e.g. over and under	Easy combination of contrasting actions e.g. moving from low travel to high travel	Show changes in direction in your sequence
Travel over, along, under and off apparatus with some help	Travel over, along, under and off apparatus	Explore different ways of travelling over, along, under and off apparatus	Vary and apply actions on the floor and apparatus e.g. vary shape, speed, direction	Make a sequence on the apparatus using a partner

## Knowledge and understanding of fitness and health

P 4-5	P 6-7	P 8	NC1	NC2
Move between obstacles safely	Use large and small apparatus safely	Explain when it is safe to use mats or apparatus	Position apparatus safely to perform the task	Work safely on mats and apparatus on your own or with others
Comment on what happens to your breathing when you run	Say why you are out of breath	Say how gymnastics is good for fitness	Describe the changes to your body when exercising	Be aware how gymnastics can improve your body moves
Say if you feel hot, warm or cool	Recognise that your heart is beating faster	Say which gymnastic activity changes the heart rate	Say which parts of the body are important for gymnastic activities or movements	Understand how stretching exercises can increase the range of movement in a joint
Show some body tension when holding a balance	Show some body tension when performing	Copy stretching exercises to improve control / posture	Remember stretching exercises to improve control/posture	Devise, practise and remember stretching exercises to improve control/posture

## Evaluating and improving performance

P 4-5	P 6-7	P 8	NC 1	NC 2
Identify some of the actions you are using	Identify all the actions you are using	Describe your actions using appropriate language e.g. straight roll	Say whether body parts are doing the same or different actions	Say whether a movement is symmetrical or asymmetrical
Run forward and stop on request	Listen to instructions and stop and start with some accuracy	Use the advice of a teacher or partner to improve your performance	Say when a movement or balance has been performed well Choose a simple approach to solve the problems you are set	Suggest how your performance can be improved Decide when to practise on your own or with a partner
Identify some of the actions of a partner	Identify all the actions of a partner	Describe the actions of a partner using appropriate language	Say when a movement of balance has been performed well by your partner	Suggest ways to improve the quality of your partner's movements or actions

## Acquiring and developing skills

P 4-5	P 6-7	P 8	NC1	NC2
Follow a simple trail with help and recognize familiar landmarks	Follow a simple trail in familiar environments	Identify where you are, with help, on the trail	Follow a simple marked trails and identify where you are on a familiar trail	Recognise where you are on a plan or diagram n an unfamiliar environment
Travel successfully to and from objects and locations with teacher support	Travel successfully to and from objects and locations with guidance	Travel successfully to and from objects and locations on the ground	Work with others to solve problems that have been set, taking an active role	Respond positively to a problem or challenge set
Work cooperatively with a partner to follow a trail with teacher support to keep on task	Work increasingly co-operatively with others	Follow others suggestions	Solve some of the challenges and problems set in familiar environments	Take on roles given to you and show some understanding of problem solving strategies planned by others

## Selecting and applying skills, tactics and compositional ideas

P 4-5	P 6-7	P 8	NC1	NC2
Work co-operatively with a partner to follow a trail with teacher support to keep on task	Work co-operatively with a partner to follow a trail with some teacher support	Work co-operatively with a partner, with teacher guidance	Work with a partner co-operatively to follow a trail	Use communications to help a group of eye-shaded people to complete task
Follow simple instructions to complete the task, although you may need the support of teacher prompts and symbols	Follow written rules and diagrams with guidance Follow others instructions	Choose simple approaches to solve the problem set	Choose sensible skills and approaches for the challenges set	Successfully complete a range of practical problem solving activities
Take an active part in the work	Work with others to solve problems that have been set	Respond to challenges set in a familiar environment	Meet challenges effectively while working in a team	Choose/select sensible approaches to meet the challenge In an unfamiliar environment
Match objects of reference on a trail	Plan your actions with guidance. Recognise that planning is useful	Solve some of the challenges and problems set in familiar environments	Use skills with control in problem solving activities	Follow written rules and diagrams Follow simple verbal instructions

## Knowledge and understanding of fitness and health

**P 4-5**

Respond to simple commands  
e.g. 'stop'

**P 6-7**

Know that you need to be  
careful to ensure your safety  
and recognise when you have  
been energetic

**P 8**

Know that you need to be  
careful so that you are safe

**NC1**

Prepare yourself effectively and  
follow safety procedures

**NC2**

Conserve your efforts and keep  
concentration during tasks

## Evaluating and improving performance

**P 4-5**

Answer simple questions about  
the trail

**P 6-7**

Describe what you did when  
following a trail or solving a  
problem

**P 8**

Describe what challenges you  
faced when following a trail or  
solving a problem

**NC1**

Recognise when a solution has  
been successful and describe  
what happened

**NC2**

Identify what you have done  
well and adapt plans to be more  
efficient when facing similar  
challenges

## Acquiring and developing skills

P 4-5	P 6-7	P 8	NC1	NC2
Put your face in the water	Submerge your whole body	Enter water, jump up and down and walk up to 1 width in mid depth water	Move around and across the pool using aids and support eg running, hopping, walking	Attempt to reach forward to the side and kick your feet without aids
Play in the shallow end	Kicking legs using a float to travel through the water and use 'roly poly' arms for swimming with arm bands	Attempt to combine arm and leg actions for one swimming stroke and begin to swim short distances with aids	Attempt to combine arm and leg actions for one stroke and begin to swim short distances without aids	Begin to swim short distances of 5-20 m using aids
Take your feet off the bottom of the pool using aids	Move on and below the surface showing confidence and enjoyment	Show at least one stroke, floating on the surface and under water with aids	Show at least one stroke, floating on the surface and under water without aids	Use arms to propel yourself through the water Kick legs in a variety of ways

## Selecting and applying skills, tactics and compositional ideas

P 4-5	P 6-7	P 8	NC1	NC2
Play with float mats and float on the water with aids and teacher assistance	Kick legs using a float to travel through the water and use 'roly poly' arms for swimming with aids	Swim at least 2m on your back or your front with aids	Swim at least 5 m on your back or front with or without aids	Use different arm and leg actions to propel yourself through the water
Permit adults to tow you on your back and front	Hold a stretched shape with teacher assistance when floating with aids	Float on the water with aids	Hold a stretched shape when floating with aids	Stretch out and keep afloat the surface of water using a number of body shapes

## Knowledge and understanding of fitness and health

**P 4-5**

Tolerate splashing and respond appropriately to the whistle

**P 6-7**

Identify how your body feels in water in simple statement

**P 8**

Know the rules and routines required to keep you safe in and near water

**NC1**

Take care of yourself and be aware of others in and around the pool

**NC2**

Explain what to do to feel warmer in the water

## Evaluating and improving performance

**P 4-5**

Respond to words describing how you feel in the water

**P 6-7**

Identify how your body feels in water in simple statements

**P 8**

Identify and perform your favourite activity in the pool when asked

**NC1**

Talk about what your body feels like in the water

**NC2**

Use actions and words to indicate what you and others do in the pool

Use actions to indicate what you like doing in the pool

Make different shapes in the water and explain how different shapes affect your body

Copy demonstrations and identify the action

Copy and describe what you see in short demonstrations

Watch/ describe swimming actions of others