



INFANTS				
	RETRIEVAL	YEAR 1	RETRIEVAL	YEAR 2
GYMNASTICS	- There may be one or two children that belong to a gymnastics club outside school and may be quite advanced for their age - All children will have experienced going into the school hall for formal gymnastic lessons in EY and therefore should be used to movement lessons where they run with control and balance and roll - At home, children will have rolled down a small hill, tried to do handstands etc before starting school	- Make their body curled, tense, stretched and relaxed - Control body when travelling and balancing - Copy sequences and repeat them - Roll, curl, travel and balance in different ways - Use under and over to move differently	- Pupils will have experienced a more formal gymnastics session, probably in the school hall so should be used to the setting and the safety regulations etc - They will be at a point of having started to link movements together - They will be familiar with working with a partner - They may be familiar with the terms roll, balance and sequence	- Plan and perform a sequence of movements - Improve sequence balanced on feedback - Think of more than one way to create a sequence which follows some 'rules' - Start and finish using a gymnastic position - Safely attempt a variety of jumps with moderate control
DANCE	- Children will have experienced moving to music at school as well as home - Some may have shown relatives their movements - They will have had a chance in EY to interpret the music they are listening to by being given space and encouragement to do so - Children will have performed their dances to others in EYFS - A few may be members of a dance club outside school	- Perform own dance moves - Copy or make up a short dance - Move safely in a space - Start and stop movement using music	- Pupils with older siblings may well be showing quite sophisticated movements in their dance based on what they have seen their siblings do - From their EY experience most will have few inhibitions related to moving to music	- Change rhythm, speed, level and direction in dance - Make a sequence by linking sections together - Use dance to show a mood or feeling - Perform in a small group to others

BASIC MOVEMENT AND TEAM GAMES	• In EYFS and at home pupils will be used to running and walking as part of their exercise routine • They will be familiar with handling balls of different sizes • They have experience of throwing a wide range of equipment • Children will be familiar with kicking and some may have had experience of playing games such as football with their parents • EYFS children will have experience of special awareness, using their motor skills, tracking and receiving a ball as well as bouncing balls	• Throw underarm towards a target • Throw in different ways using different objects • Coordinate their body with control • Move around an area without collision and stop in a space • Be able to change direction on command • Jump and land with control • Move in different directions copying various movements	• Pupils show quite good control when throwing or kicking a ball • They are able to kick and throw showing increasing accuracy • They should be aware of others around them when running or walking in a given space • They can make small jumps from a standing start and control their landings • They can jump from a running start and control their landing • They should be able to run and show a distinct change of direction when doing so	• Use hitting, kicking, throwing and / or rolling in a game • Decide the best space to be in during a game • Use tactics in a game • Follow rules • Be able to catch from a low height and a close throw • Throw towards a target with moderate accuracy • Move in different ways, identify these and know how they look • Agility – change direction at speed to avoid chasers • Show fairness and respect to others
SWIMMING	• Many children will have experienced being in water • Some will have had formal lessons and may be able to swim a few metres whilst others may have done little more than use a paddling pool • In EYFS children have experience of playing with water and splashing their faces	• Begin to swim competently, confidently • Know how to stay safe in the water	• For most pupils they will depend on what access they have from home to help them with their swimming • A few will now be visiting a swimming pool regularly with their parents and may have learned to swim that way	• Swim competently, confidently up to 25 metres • Know why we need to stay safe in the water

LOWER KEY STAGE 2

	RETRIEVAL	YEAR 3	RETRIEVAL	YEAR 4
GYMNASTICS	- Pupils are more formal in their sequences, ie, linking three movements together: one with a balance, one showing body shape and finish with a roll - They are familiar with repeating a small sequence and improving it as they do so - They can start and finish showing correct gymnastic positions	- Adapt sequences to suit different types of apparatus and criteria - Explain how strength and suppleness / flexibility affect performance - Work cooperatively with others to produce a routine	- They are familiar with being asked to work with a partner and to listen to each other with a view to improving original sequences - They will have a good idea about where their own strengths are, eg, particularly good at balancing - They know how to make changes to their original ideas based on advice and sometimes because they want to challenge themselves more	- Move in a controlled and challenging way - Include a change of height and direction in a sequence - Work with a partner to create, repeat and improve a sequence with at least three phases
DANCE	- They can show different moods in their dance movements - They have listened carefully to music and tried to interpret the speed and rhythm needed - They have started to work with a partner and can mirror each others' dance sequences - Some will bring ideas with them from dance clubs they belong to	- Improvise freely and translate ideas from a stimulus into movement - Share and create phrases with a partner and small group - Remember and repeat dance performance phrases	- Pupils should feel confident to dance more freely and not be inhibited because others are in the hall with them - They can improve on their original ideas and work with a partner to do so - They will be able to repeat a dance performance and carry on to improve the original ideas	- Take the lead when working with a partner or group - Use dance to communicate an idea - Use a theme as a stimulus to create ideas
COMPETITIVE GAMES	- Pupils can hit a ball with a bat or racket and show control when doing so - They are aware of the rules in a game they are involved in - There will be some pupils who may find competitive games daunting and may shy away from being involved fully - Pupils show a growing accuracy with throwing and kicking a ball	- Be aware of space and use it to support team-mates and to cause problems for the opposition - Know and use rules fairly - Apply basic rules - Begin to use suitable techniques - Learn from not winning	- Pupils will be very familiar with working as part of a team - A few (maybe many) will be members of a team outside school and train regularly - They understand a set of rules and are prepared to apply them fairly in a game situation - They show an increasing ability to control a ball when receiving a pass or passing over a given distance	- Throw and catch accurately - Hit a ball accurately with control - Vary tactics and adapt skills depending on what is happening in a game - Work as a team to reduce the opposition scoring points, eg striking and fielding

			• They are accepting of losing in a small sided match	
ATHLETICS	• Children will have experienced running as fast as they can over a given distance • The range of abilities will be very wide at this stage • A few may show exceptional stamina when running and can run for quite a long distance	• Run at fast, medium and slow speeds; changing speed and direction • Take part in a relay, remembering when to run and what to do • Identify different ways to jump linked to athletics	• They are adept at running	•
OUTDOOR ADVENTURE	•	•	•	•
EVALUATING	•	•	•	•
SWIMMING	•	•	•	•

UPPER KEY STAGE 2				
	RETRIEVAL	YEAR 5	RETRIEVAL	YEAR 6
REASONING	- They are confident to make predictions about what will happen next and will be able to explain their reasoning - They are able to trace codes and make remedies when needed	- Analyse and evaluate information reaching a conclusion that helps with future developments - Begin to think about code structure in terms of the ability to debug and interpret the code later, eg the use of tabs to organise code and the naming of variables	- They can check information and come to a conclusion that helps them with their development - They have started to think of code structures and can debug	- Design algorithms that use repetition and two-way selection - Interpret a program in parts and make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole
CREATING PROGRAMS: (creating programs)	They are familiar with writing programs that can help move objects from a given point to a specific other point	Turn complex real-life situations into algorithms for a program by deconstructing it into manageable parts	They can create algorithms that turn difficult situations to manageable ones	Write a program that combines more than one attribute
CREATING PROGRAMS (developing programs)	- They can make a start at least at debugging their own programs - They can use trial and error to help them control models	Develop a program that has specific variables identified	They can create a program that has identifiable variables within it	- Develop a sequenced program that has repetition and variables identified - Test and debug a program as they go and use logical methods to identify the cause of bugs
CREATING PROGRAMS (using programs)	Pupils will have come across a range of software to present information, eg word or power point	Collaboratively create content and solutions	- They have put a presentation together making use of the software available to them - They will have experienced working with others to agree the software to use etc	Make clear connections to the audience when designing and creating digital content
USING TECHNOLOGY (Networks)	Pupils can recognise the main component parts of hardware which allow computers to join and form a network	Know the value of computer networks but are also aware of the main dangers	Pupils will be aware of the information that is available to them on the web but will also be wary of the dangers it could pose to them and others	- Know the difference between the internet and the World Wide Web - Know what a WAN and LAN are

USING TECHNOLOGY (search engines)	• Pupils can distinguish between different software and know which to choose for a specific task • They will have experienced making decisions about different software although they would have done so at a very basic level	• Know how search results are selected and ranked • Identify credible webpages	• By the time they arrive in Year 6, they will be more experienced at making choices about webpages they want to use for a given task	• Be aware that some search engines may provide misleading information • Use filters when searching for digital content • Explain in detail how credible a webpage is and the information it contains • Compare a range of digital content sources and rate them in terms of quality and accuracy
USING TECHNOLOGY SAFELY	• Pupils are very experienced at knowing what is and what is not acceptable behaviour online • They should know exactly what to do if they come across inappropriate content or contacts	• Know that they have to make choices when using technology and that not everything is true and / or safe	• They should, by the time they start Year 6, have a growing awareness that not everything and everyone they access on the web is necessarily true or safe	• Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable • Recognise the value in preserving privacy when online for their own and other people's safety