|  |
| --- |
| We will be looking at whether our EYFS athletes can perform the following: |
| * Shows an awareness of the feelings of others. * Will willingly approach others to play. * Can describe an action or experience in the present tense? (I am hopping / skipping) * Makes requests when choosing resources and activities (pencil, paintbrush, ball ect) * Walks up steps using alternating feet, one foot to each step. Is able to use resources that require twisting, turning and rotating. * Attempts to dress self. * Mark making shows variation in shape and form / Engages in mark making in their play * Understands positional language; under, on, in (go through the tunnel / under a bench) * Representations and responses show understanding that different media, music or materials will support the expression of their own ideas (listening and improvising movements * Can initiate an interaction with other children. * Can play in a group with friends suggesting ideas. * Follows instructions without visual clues. * Can describe how they carried out an activity (what did you have to do to make sure you caught the ball?) * Makes plans and describes them to others (simple rules for how to play a game) * Uses cross-lateral movement to move forwards and negotiate space, moving through tunnels, dens or when on a wheeled vehicle. Able to turn pages of a book. * Is aware of their safety and manages risk with support. * Writes some letters from own name / Uses graphic representations to record number explorations in pictures and mark making. * Uses everyday vocabulary to describe measures (high, low, long / short distance, further * Constructs with a purpose in mind using a variety of resources to create a model, dance or composition. * Uses a resource or material in a different or unusual way, showing intent as they do so. * Selects and uses own resources, asks for help and is confident to interact with others. * Is able to take turns, accepts the needs of others and is aware of consequences of their own actions. * Has a good relationship with peers and familiar adults * Listens to the opinion of others when in a small group (e.g. when deciding / creating games) * Understands simple ‘who’, ‘what’, and ‘where’ questions / Understands ‘how’ and ‘why’ questions (what part of your body are you using? Why do you put your hands together to catch a ball?) * Uses past, present and future tenses appropriately in speech (In the future, I would make sure I watched the ball more carefully * Asks questions about events that have happened or are to happen in the future (how can I improve…? Why didn’t I hit the ball?) * Moves with confidence in a range of ways, negotiating space and is able to use one handed equipment with control. * Is dry and clean during the day and manages own basic hygiene * Uses groups of letters or letter like shapes when writing. * Uses comparative language to describe and compare measures (higher / lower etc) * Uses simple equipment and techniques competently and appropriately to create something new e.g. create a game with cones or dance routine * Plays cooperatively as part of a group to develop and act out a narrative e.g. performing an expressive dance to a familiar story * Confident to talk about their own needs, wants, interests and opinions and when they do or don’t need help. Is willing to try something new. * Is able to negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations. * Is able to compromise in social situations. * Maintains attention and concentration when listening to others. * Can respond to instructions with two or more parts * Is able to demonstrate understanding in their conversations with others by responding appropriately. * Uses talk correctly to organise, sequence, and clarify thinking, ideas, feelings and events. * Is able to adjust speed and direction and is able to use precision to control and manipulate resources and small equipment. * Shows an awareness and understanding of the effect of physical activity and what they eat on the body * Writes for different purposes e.g. representing sounds with letters * Creates patterns by lining, placing, building and arranging e.g. threading beads on a string to create a pattern * Captures and documents a sequence of events or experiences using ICT e.g. using ipad to photograph a game / movement * Confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. * Takes account of one another’s needs and feelings, and form positive relationships with adults and other children. * Listens attentively in a range of situations. * Gives their attention to what others say and respond appropriately, whilst engaged in another activity * Follows instructions involving several ideas and actions * Answers ‘how’ and ‘why’ questions about their experiences e.g. why did you hold onto the beam? To keep my balance * Develops their own narratives and explanations by connecting ideas or events e.g. a gymnastics sequence or dance narrative * Shows good control and coordination in large and small movements. Moves confidently in a range of ways, safely negotiating space. Handles equipment and tools effectively * Knows the importance of good health and physical exercise, and a healthy diet, and talks about ways to keep healthy and safe. * Knows that other children don’t always enjoy the same things and are sensitive to this. * Creates dances and experiments with ways of changing them * Can represent their own ideas through dance and movement activities |

|  |  |  |
| --- | --- | --- |
| We will be looking at whether our EYFS athletes can perform the following: | | |
| **Personal Development** | Expected Statement | Exceeding Statement |
| Personal Development | * I enjoy working on simple tasks with help. | * I can work on simple tasks by myself, following instructions safely. |
| Social Development | * I can play with others, take turns and share with help. | * I can work sensibly with others whilst sharing and taking turns. |
| Cognitive Development | * I can follow simple instructions. | * I can name things that I am good at. I can also understand and follow simple rules. |
| Creative Development | * I can observe and copy moves. | * I can explore and describe different movements. |
| Physical Development | * I can move confidently in different ways. | * I can perform a small range of skills and link two movements together. I can use some control to perform a single skill / movement. |
| Health and Fitness Development | * I am aware of the changes to how I feel when exercising. | * I am aware of why exercise is important for good health. |

|  |  |  |
| --- | --- | --- |
| We will be looking at whether our Year One athletes can perform the following: | | |
| **Personal Development** | Expected Statement | Exceeding Statement |
| Personal Development | * I know how to follow instructions, practise safely and work on simple tasks by myself. | * I know to ask for help when appropriate after having tried several times by myself |
| Social Development | * I know how to work sensibly with others, take turns and share. | * I know when to praise others for their successes and encourage others to do their best. |
| Cognitive Development | * I understand and follow simple rules and can name some things that I am good at. | * I am beginning to know how to order instructions, movements and skills. With help, I can recognise similarities and differences in performances, and I can explain why someone is working or performing well. |
| Creative Development | * I know how explore and describe different movements. | * I know how to compare my movements and skills with those of others. I can select and link movements together to fit a theme. |
| Physical Development | * I know how perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. | * I know how to 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. |
| Health and Fitness Development | * I know why exercise is important for good health. | * I know how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. |

|  |  |  |
| --- | --- | --- |
| We will be looking at whether our Year Two athletes can perform the following: | | |
| **Personal Development** | Expected Statement | Exceeding Statement |
| Personal Development | * I know when to ask for help when appropriate after having tried several times by myself | * I know where I am with my learning and have begun to challenge myself. |
| Social Development | * I know when praise others for their successes and encourage others to do their best. | * I know how to show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. |
| Cognitive Development | * I am beginning to know how to order instructions, movements and skills. With help, I can recognise similarities and differences in performances, and I can explain why someone is working or performing well. | * I 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. |
| Creative Development | * I know how to compare my movements and skills with those of others. I can select and link movements together to fit a theme. | * I know how to make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. |
| Physical Development | * I know how to 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 know how to 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. |
| Health and Fitness Development | * I know how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. | * I know how to describe how my body feels and why during exercise. I can explain the need for a warmup and cool down. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| We will be looking at whether our athletes can perform the following: | | | | | |
| **Fundamental Skill** | **Knowledge** | **Skills**  **Expected Reception**  **Working towards Year One** | **Skills**  **Expected Year One**  **Working Towards Year Two** | **Skills**  **Exceeding Year One**  **Expected Year Two** | **Skills**  **Exceeding Year Two** |
| Static Balance, One Leg | I know how to balance my weight.  I know what a squat is and how to successfully carry one out. | 1. keep standing foot still.  2. Non-standing foot off the floor with minimal wobble. | 1. Stand still for 10 seconds. | **1.** Stand still for 30 seconds.  **2.** Complete 5 mini-squats. | 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions. |
| Static Balance, Seated | I know how to position my body effectively when in a seated position to ensure that my core muscles are engaged.  I know how to make a dish shape with my body. | 1. Hands / feet up for 10 seconds.  2. Holding balance without strain with minimal wobble. | **1.** Balance with both hands/ feet down.  **2.** Balance with 1 hand/2 feet down.  **3.** Balance with 2 hands/1 foot down.  **4.** Balance with 1 hand/1 foot down.  **5.** Balance with 1 hand or foot down.  **6.** Balance with no hands or feet down. | **1.** Pick up a cone from one side, swap hands and place it on the other side.  **2.** Return the cone to the opposite side. | **1.** Pick up a cone from one side and place it on the other side with same hand.  **2.** Return it to the opposite side using the other hand.  **3.** Sit in a dish shape and hold it for 5 seconds. |
| Static Balance, Floor Work | I know how to position my body correctly to produce a front support balance. | 1. Maintain balance throughout.  2. Control when changing balance / position. | **1.** Hold mini-front support position.  **2.** Reach round and point to ceiling with either hand in mini-front support. | **1.** Place cone on back and take it off with other hand in mini- front support.  **2.** Hold mini-back support position.  **3.** Place cone on tummy and take it off with other hand in mini- back support. | **1.** Hold full front support position.  **2.** Lift 1 arm and point to the ceiling with either hand in front support.  **3.** Transfer cone on and off back in front support. |
| Static Balance, Stance | I know that for a good stance I need to keep my feet a shoulder width apart, my weight on the balls of my feet, my back straight and head held up. | 1. Both feet facing forwards.  2. Feet still with minimal wobble. | **1.** Stand on a line with good stance for 10 seconds. | **1.** Stand a on low beam with good stance for 10 seconds. | **1.** Receive a small force from various angles.  **2.** Raise alternate feet 5 times.  **3.** Raise alternate knees 5 times.  **4.** Catch ball at chest height and throw it back. |
| Dynamic Balance, On a line | I know that to balance on a line I need to hold my head high and still and keep my back straight. | 1. Smooth movements and minimal wobble. 2. Staying on line with head up. 3. Opposite arm and leg moving forwards. | 1. Walk forwards with fluidity and minimum wobble.  2. Walk backwards with fluidity and minimum wobble. | 1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom. | 1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing. 4. Walk fluidly, lifting heels to bottom and using heel to toe landing. |
| Dynamic Balance/ Agility, Jumping and Landing | I know to bend my knees when taking off and landing, swing my arms to gain height and balance. | 1. Good take off and good height.  2. Balance and control on landing. | **1.** Jump from 2 feet to 2 feet forwards, backwards and side- to-side. | **1.** Jump from 2 feet to 2 feet with quarter turn in both directions.  **2.** Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). | 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction |
| Counterbalance, With a Partner | I know what counterbalance means.  I know that I need to keep my tummy tight, back straight and head up and hold onto my partner’s arms to create a counter balance. | 1. Staying in balance.  2. Smooth and controlled movements.  3. Coordinated movements with partner. | **1.** Sit holding hands with toes touching, lean in together then apart. **2.**  **2.** Sit holding 1 hand with toes touching, lean in together then apart.  **3.** Sit holding hands with toes touching and rock forwards, backwards and side-to-side. | **1.** Hold on and, with a long base, lean back, hold balance and then move back together.  **2.** Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. | 1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 3. Perform above challenges with eyes closed. |
| Coordination, Sending and Receiving | I know how to use a backswing and to follow through when sending the ball.  I know where to position my eyes and my body ready to receive a throw.  I know how to position my feet and legs in the ‘ready position’ (weight on balls of feet and wide base). | 1. Accuracy and weight when sending. 2. Getting in a good position to receive. 3. Collecting the ball safely. | 1. Roll large ball and collect the rebound. Roll small ball and collect the rebound.  2. Throw large ball and catch the rebound with 2 hands. | 1. Throw tennis ball, catch rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with same hand without a bounce. 3. Throw tennis ball, catch rebound with other hand after 1 bounce. 4. Throw tennis ball, catch rebound with other hand without a bounce. 5. Strike large, soft ball along ground with hand 5 times in a rally. | 1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. **3.** Kick a ball with alternate feet. 3. Roll 2 balls alternately using both hands, sending 1 as the other is returning. |
| Coordination, Ball Skills | I know to how to maintain good balance when rolling the ball and to use my finger tips to move the ball. | 1. Maintaining control of the ball. 2. Able to move with the ball in both directions. 3. Smooth movements with the ball. | 1. Sit and roll a ball along the floor around body using 2 hands.  2. Sit and roll a ball along the floor around body using 1 hand (right and left).  3. Sit and roll a ball down legs and around upper body using 2 hands.   1. Stand and roll a ball up and down legs and round upper body using 2 hands. | 1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand. | **In 20 seconds or less:**   1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times. |
| Coordination, Footwork | I know how to side-step, gallop, hop, skip and hopscotch.  I know that I need to keep my head up, bend my kneed and use the balls of my feet when developing my footwork skills. | 1. Good control.  2. Good balance.  3. Smooth movements. | **1.** Side-step in both directions.  **2.** Gallop, leading with either foot.  **3.** Hop on either foot.  **4.** Skip. | **1.** Combine side-steps with 180° front pivots off either foot. **2.** Combine side-steps with 180° reverse pivots off either foot.  **3.** Skip with knee and opposite elbow at 90° angle.  **4.** Hopscotch forwards and backwards, hopping on the same leg (right and left). | **1.** Hopscotch forwards and backwards, alternating hopping leg each time.  **2.** Move in a 3-step zigzag pattern forwards.  **3.** Move in a 3-step zigzag pattern backwards. |
| Agility, Ball Chasing | I know how to control a roll and bounce of a ball.  I know how to position my body and eyes to follow the ball. | 1. Starting and stopping quickly.  2. Timing to get in the right position.  Balance / cont5rol when collecting the ball. | 1. Roll a ball, chase and collect it in balanced position facing opposite direction.  **2.** Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. | **1.** Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.  **2.** Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. | **1.** Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.  **2.** Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.  **3.** Complete above challenges with tennis ball. |
| Agility, Reaction/Response | I know how to take up a ready position with bent knees and my feet apart. | 1. Reacting and moving quickly.  2. Catching the ball.  3. Slowing down with control after catch. | **From 1, 2 and 3 metres: 1.** React and catch large ball dropped from shoulder height after 2 bounces.  **2.** React and catch large ball dropped from shoulder height after 1 bounce. | **From 1, 2 and 3 metres:**  **1.** React and catch tennis ball dropped from shoulder height after 1 bounce. | **From 1, 2 and 3 metres:**  **1.** React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dance | I can perform dances using simple movement patterns. | 1. Use an area of space to move to a piece of music.  2. Copy simple movement patterns. | **1.**  Copy a sequence of simple movement patterns.   * 2 Develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness | * **1.** Explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel. | 1. Choreograph a short dance sequence using movement patterns and add a range of key actions e.g. jumping, balancing etc. |