|  |
| --- |
| 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 toelanding.
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 leg16 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.  |