



		Rec	1	2	3	4	5	6
Dance								
	Movement	Can they try and move in time, responding to changes in music?	Can they perform basic body actions and use different parts of the body singly and in combination?	Can they perform body actions with control and co-ordination while suggesting ways they could improve their work?	Can they use dynamic, rhythmic and expressive qualities clearly and with control? Are they able to improvise freely?	Can they perform dances clearly and fluently?	Do they plan and perform dances confidently? Can they perform different styles of dance clearly and fluently?	Can they perform dances fluently and with control?
	Sequencing	Can they replicate choreographed dances?	Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?	Can they link actions and repeat dance phrases to perform short dances, showing an understanding of expressive qualities?	Can they share and create a sequence of phrases with a partner and in a small group?	Can they respond imaginatively to a range of stimuli related to character and narrative? Can they show sensitivity to the dance idea and the accompaniment?	Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves?	Can they perform to an accompaniment expressively and sensitively?
	Phrases & Motifs	Can they express their feelings through movement?	Do they choose appropriate movements & remember and repeat short dance phrases	Can they choose movements with different dynamic qualities to make a dance phrase	Can they repeat, remember and create dance phrases that communicate ideas?	Do they use simple motifs and movement patterns to structure dance phrases on their	Can they compose motifs and plan dances creatively and collaboratively in groups?	Can they work creatively and imaginatively on their own and/or with a partner to compose motifs

			and simple dance ideas?	that expressed an idea, mood or feeling?		own, with a partner and in a group?		and structure simple dances?
	Health & Fitness	Do they express their feelings and consider the feelings and perspectives of others?	Do they vary the way they use space? Do they describe how their lungs and heart work when dancing?	Can they describe how dancing affects their body?	Can they explain the importance of warming-up and cooling-down?	Do they show a clear understanding of how to warm-up and cool-down safely?	Do they organise their own warm-up and cool-down exercises? Do they show an understanding of safe exercising?	Can they warm-up and cool down independently? Do they understand how dance keeps them healthy?
	Terminology	Can they watch and talk about dance?	Can they describe basic body actions and simple expressive and dynamic qualities of movement?	Can they describe the mood, feeling and expressive qualities of dance?	Can they suggest improvements to their own and other people's dances? Do they talk about the movements used and the expressive qualities of dance?	Do they describe, interpret and evaluate dance, using appropriate language?	Can they recognise and comment on dances, showing an understanding of style? Can they suggest ways to improve their own and other people's work?	Do they use appropriate criteria to evaluate and refine their own work and the work of others? Can they talk about dance with using appropriate terminology/language?
Gymnastics								
	Movement	<u>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</u>	Can they control their body when travelling in different ways by tensing, rolling, climbing, stretching and curling?	Can they show contrast in their movements?	Can they use a greater number of their own ideas for movement in response to a task?	Can they work in a controlled way? Can they include a change in speed and direction?	Can they perform consistently to different audiences? Are their movements accurate, clear and consistent?	Can they perform consistently to different audiences? Are their movements accurate, clear and consistent?
	Control	<u>Can they demonstrate</u>	Can they control their body when	Are their movements	Can they adapt sequences to	Can they include change of	Can they combine action,	Can they combine action,

		strength, balance and coordination?	balancing in different ways?	controlled?	suit different types of apparatus?	speed? Can they include a range of shapes?	balance and shape?	balance and shape?
	Sequencing	Can they copy sequences?	Can they copy sequences and repeat them?	Can they plan and show a sequence of movements in a variety of ways which follow a set of 'rules'?	Can they compare and contrast gymnastic sequences, commenting on similarities and differences.	Can they create, repeat and improve a sequence of at least three phases?	Can they make complex or extended sequences?	Can they make complex or extended sequences?
	Collaboration	Negotiate space and obstacles safely, with consideration for themselves and others;		Can they work with a partner to create a sequence?	Can they consider their partner's ability when creating a sequence of movements?	Can they work with a partner on a sequence of at least three phases?	Do they combine their own work with that of others?	Do they combine their own work with that of others?
Skills								
	Acquiring & Developing Skills	Can they follow instructions involving several steps?	Can they copy and repeat actions and skills? Can they move with control and care?	Can they repeat, remember and explore actions with control and coordination?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control?	Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?	Do they apply their skills, techniques and ideas consistently?
	Evaluating & Improving	Can they identify and moderate their own feelings socially and emotionally?	Can they talk about what they and others have done?	Can they talk about what they and others have done including offering suggested	Can they explain how their work is similar or different to that of others? With support do they	Can they compare their work to that of others with explanations? Can they use	Can they compare and comment on skills, techniques and ideas that they	Can they analyse and explain why they have used specific skills or techniques?

				improvements?	recognise how performances could be improved?	their comparison to improve their work?	and others have used? Can they use their observations to improve their work?	Can they modify and use skills or techniques to improve their work?
	Health & Fitness	Can they describe how to be 'healthy' in a variety of ways? (Pedestrian, Sleep, Eating, Toothbrushing)	Can they describe how their body feels before, during and after an activity?	Can they show how to exercise safely including showing control and care? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy?	Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities?	Can they explain why warming up and cooling down is important? Can they explain why keeping fit is good for their health?	Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important?	Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm-ups and cool-downs? Can they explain why we need safe exercise?
Games								
	Bat-and-Ball Games				Can they throw and catch with control when under pressure?	Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball with accuracy and control?	Can they use forehand and backhand with a racquet?	Can they show a consistent level of skill in bat and ball games?
	Ball Games				Can they keep possession with some success?	Can they keep possession of the ball?	Can they pass in different ways? Can they use a number of techniques to	Can they show a consistent level of skill in ball games?

							pass, dribble and shoot?	
	Throws	Can they swing their arms to throw a ball?	Can they throw in a variety of ways (including underarm and rolling along the ground)?	Can they use throwing in a game?				
	Equipment	<u>Can they use a range of small tools, including scissors, paint brushes and cutlery.</u>	Can they hit a ball with a bat?	Can they use hitting with a bat in a game?				
	Kicks	Can they kick in different ways?	Can they kick in different ways?	Can they use kicking in a game?				
	Movement	<u>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</u>	Can they move and stop safely?	Can they show awareness of their surroundings?				
	Catches	Can they catch a moving object?	Can they catch with both hands?	Can they remain focused withing a game?				
	Focus	Can they control impulses and wait for what they want?	Can they begin to show focus during a game?	Can they remain focused withing a game?				
	Tactics	<u>Negotiate space and obstacles safely, with consideration for</u>	Can they say how they will play a game?	Can they use one tactic in a game? Can they	Can they move to fnd a space when they are	Can they vary tactics and skills?	Can they choose the best tactics for attacking and	Can they lead others in a game situation?

		<u>themselves and others:</u>		describe where the best place to stand is during a game?	not in possession of the ball?		defending?	
	Rules	Can they follow expectations and instructions?	Can they begin to show understanding of rules?	Can they follow rules of a game?		Can they field?	Can they gain possession while following the rules?	Can they explain complicated rules?
	Teamwork				Are they aware of space and use it to support team mates and cause problems for the opposition?	Can they work as a team to keep possession?	Can they work as a team to gain possession?	Can they make a team plan and communicate it to others?
Athletics								
	Track				Can they run at fast, medium and slow speeds, changing direction and speed?	Can they run over a long distance? Can they sprint over a short distance?	Can they combine running and jumping? Can they follow specific rules?	Can they apply their track skills in a variety of sporting events?
	Field				Can they link running with jumping? Can they make and repeat a short sequence of jumps? Can they throw objects in a variety of ways?	Can they hit a target? Can they jump in different ways?	Can they throw with accuracy? Are they controlled when taking off and landing?	Can they apply their field skills in a variety of sporting events?

	Stamina				Are they beginning to demonstrate stamina?	Can they demonstrate stamina?	Can they maintain stamina across various events?	Can they take part in a variety of events within a short space of time?
Outdoor & Adventurous								
	Map-Reading				Can they follow a map in a familiar context?	Can they follow a map in a 'more demanding' familiar context?	Can they follow a map in an unknown location?	Can they create a map of a familiar location?
	Instructions				Can they use clues to follow a route?	Can they use clues to follow a more complex route?	Can they change their plan if they get new information?	Can they plan a route and series of clues for someone else?
	Navigation				Can they move from one location to another?	Can they follow a route accurately?	Can they use clues and compass directions to navigate a route?	Can they follow a route devised by a peer?
	Safety				Can they follow a route safely?	Can they follow a route safely within a time limit?	Can they change their route if there is a problem?	Can they plan with others taking account of safety and danger?
Swimming								
	Distance				Can they swim between 25m and 50m unaided?		Can they swim between 50m and 100m?	Can they swim further than 100m?
	Stamina				Can they keep swimming for		Can they keep	Can they swim

					30-45 seconds, using swimming aids and support?	swimming for 45 to 90 seconds?	fluently and confidently for over 90 seconds?
	Strokes				Can they use a variety of basic arm and leg actions when on their front and back?	Do they use 3 different strokes, swimming on their front and back?	Do they use all 3 strokes with control? Can they swim short distances using the butterfly stroke?
	Breathing Skills				Do they understand the importance of breathing during exercise?	Can they control their breathing?	Can they breath so that the pattern of their swimming is not interrupted?
	Water Skills				Can they swim on the surface and lower themselves under the water?	Can they swim confidently and fluently on the surface and under water?	Can they show expertise when swimming on the surface and under water?
	Survival Skills				Can they take part in group problem-solving activities on personal survival?	Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?	Can they perform a wide range of personal survival techniques correctly?
	Health				Do they recognise how their body reacts and feels when swimming?	Do they recognise how swimming affects their body, and pace their efforts to	Do they know what the different tasks demand of their body, and pace their efforts well

						meet different challenges?	to meet challenges?
	Evaluation				Can they recognise and concentrate on what they need to improve?	Can they suggest activities and practices to help improve their own performance?	Can they describe good swimming technique and show and explain it to others?

Font Arial 11 pls

You can add more rows if you need to break down a strand

Key

bold= KPI

[Early Learning Goals](#)

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