

EYFS statutory framework for group and school-based providers		These units link to the following strands of the NC:					
EYFS:		KS1: master basic movements as well as developing balance, agility and co-ordination.		KS2: develop flexibility, strength, technique, control and balance.			
FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create shapes showing a basic level of stillness using different parts of their bodies.		Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
To copy and create shapes with your body.	To create short sequences using shapes, balances and travelling actions.						
Begin to take weight on different body parts.		Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
To develop balancing and taking weight on different body parts.	To develop balancing and safely using apparatus.						
Show shapes and actions that stretch their bodies.		Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
To be able to create shapes whilst on apparatus.	To develop jumping and landing safely from a height.						
Copy and link simple actions together.		Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
To copy and create short sequences by linking actions together.	To create sequences using apparatus.						